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CALIFORNIA LIBRARIAN

PEOPLE AND THEIR BOOKS

By Douwe Stuurman

THE TRAIL OF PADRE JUNIPERO SERRA

By Reverend Eric O'Brien

BRIEF MOMENT

By Dorothy Ryder Watts

OF MEMORY AND MUCHNESS

By Frances Clarke Sayers

IF YOU BELIEVE IN FREEDOM

By Donald D. Doyle

TESTIMONY AT SACRAMENTO

Compiled by Katherine Laich

CLA CONSTITUTION REVISED TO 1957

January 1957



CALIFORNIA LIBRARIAN

Official Periodical of the California Library Association

Volume 18, No. 1

January, 1957

RAYMOND M. HOLT, *Editor*

HENRY MILLER MADDEN, *President*


MRS. W. R. YELLAND, *Executive Secretary*

CONTENTS

Cover by June Alden Robar

California Library Association Directory	5
Presidential Greetings for 1957, <i>by Henry Miller Madden</i>	7
CLA Committee Chairmen for 1957	9
CLA Calendar	9
People and Their Books, <i>by Douwe Stuurman</i>	11
The Trail of Padre Junipero Serra, <i>by Reverend Eric O'Brien</i>	15
Academic Library Notes, <i>by Gordon Martin</i>	17
Brief Moment, <i>by Doris Ryder Watts</i>	19
"Think Big!" <i>by Stephen D. Ewing</i>	22
Library Services Act Waits for the Curtain to Go Up, <i>by Dorothy Sinclair</i>	24
Public Library Cooperation With the National Union Catalog, <i>by Andrew Landay</i>	56
Resolution	46
Testimony at Sacramento, <i>compiled by Katherine Laich</i>	47
Summary of Specific Legislation Proposed	55
Of "Memory and Muchness," <i>by Frances Clarke Sayers</i>	38
"No Man Is an Island," <i>by Martha Boaz</i>	42
If You Believe in Freedom, <i>by Donald D. Doyle</i>	43
Book Selection Study: Preliminary Plans, <i>by Marjorie Fiske</i>	27
What's Going On Here? <i>by N. Barbara Cook</i>	29
Influence of Geography and Other Forces on Literature of the Southwest, <i>by J. E. Reynolds</i>	37
CLA Publication Procedure, <i>by Carl Cox</i>	45
CLA Constitution as revised to January 1, 1957	31
Two Workshops on Library Buildings	65
Positions Open	66

The CALIFORNIA LIBRARIAN is published quarterly in January, April, July and October by the California Library Association. Annual subscription rates: \$2.00 to members; non-members, \$4.00. Correspondence regarding subscriptions and advertising should be addressed to the Executive Secretary, 829 Coventry Rd., Berkeley 7. Editorial correspondence should be sent to the Editor, Pomona Public Library, Pomona, California. Copy deadline is 45 days preceding the first of the month of publication.

Views expressed in this publication are not necessarily endorsed by the Editor, or the Association. The CALIFORNIA LIBRARIAN is entered as second class matter at Berkeley, California. 

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9 Presidential Greetings for 1957

BY HENRY MILLER MADDEN

WHAT DOES 1957 hold in store for the Association and its members? Without resorting to crystal balls and other necromantic arts, it is still safe to predict that important gains will be made for the cause of librarianship in California. As an association we can lend our collective support to certain measures which are now on the threshold of reality.

The brightest prospect is for a survey of public library service. As a necessary preliminary for the establishment of standards and for possible state aid, the Association has energetically pushed a request for a legislative appropriation of \$50,000 to finance a basic survey by a commission of laymen, trustees, and librarians. The Assembly Sub-Committee on Public Library Problems of the Committee on Education (Chairman, Ernest R. Geddes of Claremont) heard testimony in Sacramento on 29-30 November in support of this request. The testimony was presented by the Association's Legislative Committee and Library Standards and Development Committee, by representatives of the Trustees' Section, and by other members of the Association, speaking from convincing knowledge of the problems of their own libraries.

If this request is acted on favorably during the legislative session of 1957, the state, at last, will have a fundamental study of its public library problems. To foresee all the benefits really requires a crystal ball—and that is not a part of the President's office equipment.

Of great importance to us is the program to be followed in 1957, the 182d of the independence of the United States, when for the first time funds from the federal government will be applied to the support of library service in rural areas. California has the opportunity to take the lead in working out programs which may set a pattern for the other states and may help to justify the continuation and expansion of this step in federal help.



Mr. Henry Miller Madden, Librarian Fresno State College and President of California Library Association for 1957.

A third project which will help to make 1957 memorable is the survey of book selection policies and practices, which is being sponsored by the School of Librarianship of the University of California and carried out by Miss Marjorie Fiske. The *California Librarian* will carry news of this survey during the year.

And to show that the Association is not concerned only with the forward look, we are to observe in 1957 the centenary of the birth of James L. Gillis, California's great State Librarian. A committee is being organized to plan an appropriate celebration of the event.

The regular work of the Association will go forward. The six districts are arranging meetings which should reach the widest audience; the four sections are developing plans for increased activity; the twenty-four committees of the Association have their various appointed duties. The events of the year will culminate in

Thank You, California Librarians!



In the letters column of the May 28 issue of Publishers' Weekly, and in subsequent issues, booksellers in various parts of the country have complained that librarians and schools "care not a fig" about good service; "they are principally interested in discounts."

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Again we say, thank you, librarians of California.

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the annual conference, to be held in Fresno during the week of 14-19 October.

So much for the events of 1957. Let us now consider 1957 as a step in the continuum of the library history of our state. As a state we are one hundred and seven years old; as an association we are sixty-two years old. As a profession, we are both old and young. From the Alexandrian Library to the present is a span of two millennia; from the days of Melvil Dewey and Herbert Putnam it is but a breath to the present. Blessed with intelligence and wealth, our state, entering the scene at a late date, has spanned the period back to the beginning of library history. We have built great collections of books, and we have made them available to all the citizenry of our young state. We are looked up to by less fortunate states. May we always stand as the exponent of good library service, enterprising in our expansion, fearless in our defense of library rights, steadfast in the cause of librarianship!

SYDNEY B. MITCHELL SCHOLARSHIP

Regents of the University of California have accepted a gift of \$2,000 for the recently established School of Librarianship Alumni Association Awards Fund.

The donation was made by Thomas S. Dabagh, Special Assistant to the President of the University, and member of the School's class of 1926, out of funds due him from the estate of the late Rose F. Mitchell, widow of Dean Sydney B. Mitchell, first director of the School of Librarianship, on the Berkeley campus of the University.

The donation augments the \$5,000 deposited with the Regents earlier this year for the awards fund by the Alumni Association of the School. Income from the fund will be used to finance a Sydney B. Mitchell Scholarship, an annual lectureship in honor of Professor Emeritus Edith M. Coulter, and a book collecting competition honoring Associate Professor Emeritus Della J. Sisler.

The fund will be supplemented annually by contributions from alumni and friends of the School of Librarianship.

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CLA CALENDAR

Midwinter Executive Board Meeting,
 San Francisco Public Library, February
 7-8.

California Library Week, March 10-16.

Yosemite District, Visalia, April 6.

Mount Shasta District, Willows, April 20.

Southern District, Huntington Hotel,
 Pasadena, April 27.

Golden Empire District, U. C., Davis,
 May 4.

Redwood District, May 18.

Golden Gate District, Monterey, May 25.

59th Annual CLA Conference, Fresno,
 October 16-18.

Annual SLAC Meeting, Yosemite,
 October 18-20.

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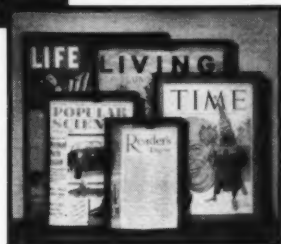
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People And Their Books

DOUWE STUURMAN

LIBRARIANS AND TEACHERS have a great deal in common. Both are honorable professions of long standing, almost as old as that of prostitution itself—with which alas we also have much in common. Sometimes we sell our minds for the same sordid reasons that the prostitute sells her body. But that is not the aspect of our common experience I want to talk about tonight. I merely mention it so that when I get lofty you will not think me a blinkered visionary, one who does not know what really goes on. I know very well the failure, the sense of guilt that haunts us like a bad smell. But that is not the whole story. We have our moments of glory too.

People and their books is a theme that permits of the most exalted feelings. One can easily be carried away at the thought of a human being sitting quietly in a chair totally lost in the world of the book he is reading. Nor is this sentimentality. It is the most real experience we know.

The world of books is the world of words. You know the magic that comes with being able to put things into words. It is the creative process. You bring things into being by naming them. When God

created the world he did so by naming the light, the earth, and the heavens, and Adam continued the creative process by naming every living thing. Creation is bringing things out of the dark into the light—and this is done by the naming process. The world gets made by being said. You yourself know the creative miracle that occurs whenever you put a thing into words, and the miracle is greater as the darkness was deeper. Proust says, "Nothing comes from ourselves but that which we draw from the obscurity within us and which is unknown to others. Around these truths that one has attained within oneself there floats an atmosphere of poetry, the sweetness of a mystery, which is merely the semi-darkness through which we have come." This explains why so-called realism has relatively little impact. Realism only succeeds in saying the obvious, of calling a spade a spade, of putting the surface of things into words. Poetry succeeds in penetrating the darker places where we really live.

Words make the world of the spirit possible. Without words no meaning is possible. As Eliot says, we can have the experience but miss the meaning. When Dylan Thomas spoke of his poetry he said he wrote about the lovers who lie in the dark with all their griefs in their arms. All experience, whether of love or suffering, joy or sorrow, remains opaque and unredeemed until revealed in the word which if properly chosen is pure lucidity.

ED. NOTE: Professor Douwe Stuurman, Assistant Professor of English at the University of California at Santa Barbara, delivered this address at one of the most inspired presentations at the 1956 CLA Conference. As speaker for the annual Trustees dinner, his intense manner coupled with the sincere philosophy of true scholarship made a deep impression on all who heard him.

But if words make meaning possible, it does not follow that all words are meaningful. Obviously some words are better than others, and it is for these that we seek. We prowl in the library stalking the words we know will satisfy. We are hunting for that which is missing, for what we lost in a moment of busyness. What this missing element is varies from age to age, but wherever and whenever the soul finds it its hunger is appeased and a sense of abundance is restored.

But what is it that happens when we read a book in this true sense of the word? When the book is not technical or factual (a kind of book which I am not for the moment discussing), I think it can be said that we are reading ourselves no matter what book we are reading. When we find a book "moving," it is because something deep within us is being stirred. This is what makes us say that a book is fascinating. You have undoubtedly had the experience of remembering a beautiful passage in a book you once read, and then of remembering how sheepish and frustrated you felt when you returned to the passage and found it without any beauty or significance at all. It was you who had given the passage its beauty, and the best that could be said for the passage was that it elicited this beauty from within you. What we call a good book, or even a great book, is one in which the passages upon rereading do not disappoint us.

We speak of reading as recreation, as re-creation. As the original writer first spilled himself onto the page, so the reader now reads himself into the page—the writer and reader tend to become one. In this creative sense of the self-revelation of both author and reader, of the enlightenment that comes with putting oneself there on paper, of revealing the innermost depths and the most sensitive uniqueness of our being, it can be said that all knowledge is sorrow—the sorrow that comes with any probing into the dark recesses of ourselves. Our first books are apt to be autobiographical, and the poetry and the melancholy belongs then to the memories and events of our personal past. Later the poetry and the mystery are found to attach to truths coming from even darker places,

the deepest recesses of the human spirit—deeper and darker than all personal experience. It sounds so right when we hear the storyteller begin, "I, young Aesop, fabling to the near night."

But the experience of a man reading a book is even more mysterious and miraculous than this. In what I have said there has been the assumption that the reader and the book he is reading are separate—that the book in some way is reflecting the inner life of the man. This is true, but only a partial truth. A truer way of describing the experience is to say that reader and book are one—they are not only in the world of words, but that they *are* the world of words.

Such a price

The Gods exact for song:

That we become what we sing.

Or, as Eliot says in the *Four Quartets*, we are the music while the music lasts. Words, in the last and final sense, do not reflect experience, they are experience. Wittgenstein, the Cambridge philosopher, whose *Tractatus* was the textbook of modern logical positivism, in which the truth of any proposition is tested by a direct reference of the words back to the things they designate, came in his later years, in his last book called *Philosophical Investigations*, to the conclusion that language and words may be a world in themselves, with no reference beyond themselves. If this is true, and I personally feel very strongly that it is, then the world of words becomes an end in itself, needing no justification other than its own sense of certainty and finality. The story begins, Once below a time . . . and we are immediately in a world outside time and mortality, the magic world introduced by "once."

I regret so much the passing of the humanities. I am sorry to see our nation trying to get along without poetry and the magic world of story; I am sorry to see Oxford become the home not of lost causes but of the most advanced of sciences. For it is the solemn right of every human being to know the experience of being lost in a world where there is no disbelief.

Fortunately, in a country as rich as ours, in which, because of an older conviction, the good things are all free, this experience is still available to us. The libraries are

still open, if not to the politician and the statesman, then at least to the individual. And it is to the library as a refuge for this lost individual that I now want to turn.

I know that the library, like the institution of higher learning, is no longer primarily a place where one goes to get happily lost in a world of words. It is largely a place of social service, of helping people with minor practical problems. Teachers and librarians alike are social workers with nurses' uniforms, taking care of helpless individuals. But in spite of all this, and in the midst of the hubbub, the old functions of learning and reading are still going on. There is always, as Thoreau says, the chap who is out of step because he hears a different drummer.

I hope librarians consider this chap who hears the more distant drummer as their most treasured visitor. It is for him that books and colleges and libraries exist. Without him a society cannot survive. He is their leader, not because people are going in his direction, but because he is their conscience, and it is to him that they will in their best moments return. He represents a way of living open to all—life and experience in its purest form.

And every library can satisfy his needs. The true reader, as I have said, brings most of his material with him—in a way he is the book, and what he finds on the shelf is merely the instrument by which it is elicited. One does not even need to worry too much about the quality of the instrument—almost any words will serve to produce the experience of a book, just as almost any experience will serve to reveal the pattern and meaning of life. But fortunately, books of quality are available in abundant amounts, and almost any small budget will serve to make them available.

I know this sounds like heresy. It is heresy. I believe far too much emphasis has been put upon budget. I have heard it said that the strength of the Scottish Universities was their poverty. I know what this means. Their poverty saved them from the temptation of becoming something quite alien to themselves.

Let me be quite explicit, and at the same time make a slight criticism—a

criticism as applicable to colleges as to the library profession. Librarians are often in trouble, I believe, because they are the victims of an idea—the collector's fallacy. It is the idea that you must have everything, that you will be happy when your library is complete. There was a certain rich man whose barns were all filled and he thought within himself, saying, What shall I do, because I have no room where to bestow my fruits? And he said, This will I do: I will pull down my barns, and build greater; and there will I bestow all my fruits and my goods. And I will say to my soul, "Soul, thou hast much goods laid up for many years; take thine ease, eat, drink, and be merry."

But God said unto him, "Thou fool, this night thy soul shall be required of thee."

Ideas may be valid, and sometimes are, but not when your peace of mind, your very soul is the price you pay for them. Ideas grow out of comparisons and analogies. You get an idea when you compare your present library with what it once was, or with what you hope it will become. You get an idea when you compare your library with any other library. But I believe as we grow older we tend to leave ideas behind us and to become interested in what a friend of mine calls values. Values are an immediate sense of certainty, of fullness, of being in touch. Whereas ideas proceed by comparison, and are only ideas, values are a matter of direct experience, do not refer beyond themselves, give us that good feeling of being at the center of things at last. Ideas are something you can possess, or be possessed by, but values are what you simply are. Dwight MacDonald said recently in connection with the book, *The Outsider*, "The tendency is to think that culture is something to be possessed rather than something to be experienced." Moreover, possessions can be endless, while the number and amount of experience we mortals are capable of is limited. Our true appetites are easily satisfied. It is only the false appetite that is endless—like the trying to eat enough to compensate for unrequited love, or to make enough money to fill the hollow feeling which comes with failure to develop oneself.

If, then, the librarians urge toward

completeness is not valid, is more an idea than a value, and if the reader does not go to the library merely to test its facilities, what then is the final function of the library, and what does the reader have in mind when he goes there? To answer this, my final point, I will have to return to my original point. One goes to a library to find not what is good (something which has been determined by some authority or critic) but to find one knows not what, and which one vaguely describes as that which is missing in one's life. One goes to appease an indefinite hunger of the soul-searching for the missing element.

This search, as indefinite as it is, is very real for every person, consciously or unconsciously, and as a result we are apt to have exaggerated feelings for the librarian—he becomes an image in our minds as surely as does the great judge or the teacher or the wise old man who is a friend to mankind. I have an acquaintance in Santa Barbara, a physician, who recently expressed what I have in mind. He said that when he went to the library he expected all the librarians, even the book boys, to be imbued with the spirit of the oracle—not only knowing the good books, but eager and willing to talk about them. In other words, he felt that there is a communion amongst people who enjoy books just as surely as there is a sharing amongst nature lovers when they gather at the Lord's table of the bowing grass. "Books make you know that you are alone and not alone in the unknown world, that your bliss and your suffering is forever shared and forever all your own."

As far as I am concerned, this searching for the lost thing, and this communion with others engaged in the same pursuit, is the true function of the library—a function so simple that it can be carried out in the most humble situations. Most of the problems of librarians are, I submit, of their own making. In their search for completeness—an idea which is no more feasible than it is valuable—librarians are preparing for their own frustration. Some years ago I was present at a discussion at the Library of Congress in which several departmental directors were saying that their situation was intolerable, that there was no coping with the flood of printed

material, and that they couldn't, as they said, continue to double in size every decade without going mad. They were talking as though their predicaments were acts of fate, outside their own control, instead of problems of their own making and therefore within their powers to solve. They reminded me of the riveter who when the noonday whistle blew sat down on a girder, leaned against a brace, and began eating his lunch. His first sandwich was peanut butter, and he threw it down in disgust. The second was also peanut butter, and he threw it down in disgust. The third was ham, and he ate it contentedly. Another riveter having noted what was going on and wanting to make small talk said, "It seems to me the least your wife could do would be to make sandwiches you like." "I'll thank you," said the riveter, "to leave my wife out of this. I make my own sandwiches."

One must believe in the abundance of the human spirit—that it reasserts itself in every age, and that in any age it duplicates itself endlessly. The idea that every book is unique is false—it is only each experience that is unique. The professor has only one lecture, the author only one work, the reader only one book. The reader may have to browse through many to find this one book (as the author may have to write many before he finally succeeds), but on no condition must he think that he has to read them all. Too much reading is a symptom of anxiety, and in any case, as Elizabeth Browning said, it is a form of intellectual laziness. The library, whether private or public, is merely the place where a man can have his experience with a book, and the ideal library becomes in each man's mind, a library of one. For those of us in love with the shape and sound of words there is even a certain wisdom in the fact that in our best moment, in the middle of our life, we begin to lose our eyesight. We read less and enjoy more. We no longer surfeit the appetite, we do not adulterate the experience by reading too much, we wisely limit ourselves to what we can fully enjoy. The noises of the day die down and we begin to hear the bells at last. This is the experience I call reading a book.

The Trail of Padre Junipero Serra

BY REVEREND ERIC O'BRIEN

THE CONQUEST OF California was accomplished by a librarian. The missions here along our coast, were intended to be schools. In them the natives were to learn the way of civilization, the truth revealed by God, the life of productivity and peace. Now, every school must have a library, even though the pupils still are illiterate. The teachers need a library to supply a kind of road-map as they guide their pupils down the sometimes flowery path of learning. So even on this far frontier, to which supplies were brought by ship or pack-train, among the indispensable supplies were listed also books.

The missionary Padres had their bibles and the compilations made by other learned men of all the truths revealed by God and all the rules for living rightly. The missions had as well their manuals of agriculture, stock raising, architecture and even music, to help the Indians achieve a life more practical and more pleasant.

The oldest library in California was established in 1770 at Carmel Mission, by the man whom California admires and reveres, Padre Junipero Serra. He once had served as librarian in the monastery where he lived in Palma de Mallorca.

An instance of the practical use made of the Mission libraries can be seen at Santa Barbara Mission. In its library, founded in 1786, is a Spanish version of Vitruvius' great work on architecture. From its pages were selected details of design for that imposing structure.

In the archives of that same Mission are the records and results of many years devoted to the search for Padre Serra's whole life-story. You will recognize the name of Father Engelhardt, especially when you prefix to it his rare name of Zephyrin.

Since 1934 the Franciscan Fathers have been preparing for the courts of Rome their proof that Padre Serra should be

canonized. This would give to him the title "saint" which Catholics consider the highest honor any human being can receive. For this it has been necessary to assemble every page that Padre Serra wrote, and every line that his contemporaries wrote about him, pro and con.

Padre Serra's trail was followed by our Santa Barbara archivist, Fr. Maynard Geiger, OFM, and myself. It led us first along the California coast, to each of the nine missions he established, and then to offices of bishops, to universities, to public and private libraries and archives. The fifteen years that Padre Serra lived in California were crucial ones, when Russian occupation was precluded, when the exasperating teeter-totter of the Church and State relations was precariously balanced, when time-worn missionary methods were retreaded for travel on this extension of the King's Highway. Some blow-outs were to be expected; some accidents occurred, and even tragedy. The reasons for the deeds of Padre Serra were investigated; the judgments of his associates and his antagonists were sought.

The same pattern of investigation was followed in our several trips through Mexico, where Padre Serra worked for twenty years. The list of cities where he led us—and we gladly followed—reads like a tourist's dream. Down the peninsula of Baja, California we visited the Mission that he knew. From the west coast port of embarkation at San Blas we traced the limping Padre through Guadalajara, Querétaro, Morelia, Puebla, as far south as Oaxaca; everywhere we searched for writings by him or about him. The richest deposits of this kind of California gold were found in Mexico City. But the most interesting of all those travels was the penetration of the Sierra Gorda, the tangle of converging mountain ranges where Padre Serra first had learned to live among and love the Indians and to teach them how to find peace, with piety and plenty.

Our search in Mexico led us at last to Vera Cruz, where Padre Serra landed in 1749. From there the trail led back to

ED. NOTE: For four years Rev. Eric O'Brien has devoted his time to research for canonizing Padre Junipero Serra, California's first librarian. Rev. O'Brien's account of his experiences "On the Trail of Padre Serra" at the Friends of the Library luncheon at CLA Conference were intriguing, and worthy of preservation in our archives.

Puerto Rico, where his ship was anchored for two weeks, during which he first began to understand the problems of the New World.

Spain was next on our itinerary. In the great Archives of the Indies at Seville we found the trans-Atlantic registration of Padre Serra and the men whom his example had induced to break the ties of home forever. There and at Madrid we found more records of the worries and the wonderment that others long ago had felt at sight of Padre Serra's tireless pushing onwards. At Barcelona we reverently handled the few sermons that remain from when he was the "Bishop Fulton Sheen" in his own native island of Mallorca.

In Mallorca we found the great cathedral where he preached, and the monastery where he was living when, already nearing middle age, he resolved to leave his university and try to teach the childish pagan mind the way to God through simple goodness. The learned lecture he delivered in the university are still preserved. And so are the scholastic records that detail his gradual rise through student years.

We came at last to Padre Serra's native town of Petra, to the church where as a boy he served the Mass and attended school, where as an infant he received the name Miguel José. The font where he was christened is off-limits now for other babies. Over it a plaque proclaims that here was baptized the Founder of California. And the exhortation follows, "Emitate his virtues!" — Nearby stands the little house of stone where he was born. It is the legal property of the city of San Francisco, California! And next to it is being built a Museo Juniperiano, a center for the study of Spanish California history.

But the center for the study of Junípero, to measure his head for a halo, is the old Mission Santa Barbara. There are now assembled, some in original, some in photostat or photograph or certified transcript, some 8,500 pages of these 18th century documents. Of these, about 2,500 are in Padre Serra's own clear hand; the other six thousand are from the pen of viceroys like Bucareli, governors like Neve, soldiers and sailors and civilians, bishops and priests. The catalogue of documents by Padre Serra lists forty-three different

sources including the universities of California, Santa Clara, Texas, Notre Dame, Harvard and Georgetown, and the Congressional Library. The documents about him come from thirty-seven sources, including the universities of California, Texas, Harvard and John Carter Brown and two universities in Rome.

After each trip on research, the latest finds were submitted to a commission of historians who were obliged to testify to the genuinity of the documents and eventually to the completeness of the collection. These specialists were the late, great Dr. Bolton who though not a Catholic, was given the knighthood of St. Gregory by the Pope in recognition of his work, the Rt. Rev. Monsignor James Culleton, Ph.D., of Fresno, and our own Fr. Geiger.

All these documents are now accessible in Santa Barbara Mission Archives to any qualified historian. All the writings of Padre Serra are now being published by the Academy of American Franciscan History at Washington, D.C., and the fourth and final volume is due in January. That other Serran writings will eventually turn up, is almost certain, for there is nothing so indestructible in all the world, as a piece of paper on which a human hand has written something. Meantime the work goes on to draw from all these papers now at hand the answers to the many probing questions Rome will raise. But we are quietly confident that eventually the answers will all be sufficient and beyond. Then California will have as its own patron saint its first librarian!

A Branch Librarian went back to her library after hearing Los Angeles County librarian John Henderson speak on censorship with its problem of moral values as disputed among various groups, and encountered what she felt was going to be a crisis of the very sort which Mr. Henderson had spoken. A patron returned a copy of *The Man in the Grey Flannel Suit* with the remark, "This is a dirty book! See, I'll show you—page 238 is the worst, but it's dirty in other places, too." Thereupon the cautious librarian turned the pages, and found, not obscenity, but the results of a full course meal!

—Pasadena Grapevine

ACADEMIC LIBRARY NOTES

BY GORDON MARTIN

THE RECENT CLA Annual Conference held at San Diego was certainly one of the most successful that I have ever attended. San Diego is a wonderful city in which to convene and the weather was especially beautiful. Thelma Reid, CLA President, and Roy Holleman, Chairman of Local Arrangements, are to be commended for their fine work.

The ACRL sponsored Third General Session presented the ALA Executive Secretary David Clift in a sober recital entitled, "The Odds Favor the Reader."

CURLS had a delightful luncheon one day at which the former librarian of the London Library, Simon H. Nowell-Smith, spoke on "The Librarian's Testament." Mulling over such aspects as religion, politics and morals, his was a witty and insightful discussion of the public view of librarians. The other CURLS meeting presented Mrs. Frances Neel Cheney, who does such a fine job of commenting on recent reference books in the *Wilson Library Bulletin*.

Now for some news of academic librarians as space permits. Robert Staehlin (Minn.) is the new supervising librarian of readers' services at Yuba College.

At UCB, Yukihisa Suzuki is new in the East Asiatic Library, having had experience at Nihon University and the U. S. Army Historical Library in Tokyo. Mrs. Joan McConkey is new in the Humanities Reference Service. A Columbia graduate, she has worked at the University of Florida. Yolande Courtright, a Michigan graduate, and Mrs. Lucy Wilson, a Columbia graduate, have joined the UCB Serials Department. Mrs. Josephine Norton has transferred from Interlibrary Lending Division to the Biology Library and has been replaced in her former position by Mrs. Beatrice Hess of the Circulation Department.

Lloyd Lyman, formerly Assistant Librarian at Cal. Tech. has been appointed an Associate in Librarianship at the UCB School of Librarianship. He will teach a

section on beginning reference and bibliography. Lyman is working on a Ph.D. program.

Shipments of materials from Rome bound for UCB and UCLA Order Departments went down with the now-famed *Andrea Doria*. The supplier has agreed to forward duplicates—in due time.

Allan Laursen of the College of the Pacific has added James M. Perrin as Junior Assistant in the Reference Department. He is a Michigan graduate, coming to Stockton from the University of Notre Dame.

Leslie H. Janke has joined the Department of Librarianship staff at San Jose State College, according to Dora Smith. He was curriculum materials director in Illinois. Joyce Backus, SJSC Librarian, tells us that the new library wing was occupied within five days in October, now functions smoothly.

Stanford University has done some major reorganizing this fall by combining four divisions into two. The new Science Division, of which Frederic Falconer is Chief and Mary Knights, Assistant Chief, replaces the old Science and Engineering Division and the Biological Science Division. The Reference and Humanities Division and the Social Science Division were combined to form the Humanities and Social Science Division under Joseph Beloli as Chief and Jack Plotkin as Assistant Chief. Mrs. Angela Tamesis is a new librarian in the latter Division. Elsewhere at Stanford, Mrs. Ruth Rich is now Chemistry Librarian, replacing Mrs. Glenora Anderson, resigned. Gerard Berker is a new part-time cataloger and Miss Tamie Tsuchiyama has replaced Mary Ravenhall as Catalog Librarian. Catherine Morton has been appointed Special Collections Librarian and Mrs. Virginia Bonnici returned to Stanford as Physics Librarian.

Richard Larson, who was in charge of the Central Map Collection at Stanford, resigned to join the Order Department at UCB. He will be Bibliographer responsible for Belgian, British, French and Swiss

materials. Larson spent five weeks this past summer in Washington on the LC Summer Map Processing Project. He worked four days a week for LC processing maps and on the fifth was given the opportunity to select from LC duplicates some thirty cartons of maps, atlases and gazetteers for the Stanford Library.

Antelope Valley Junior College has moved from the High School campus to a temporary campus in Lancaster. Marguerite Barsot is the new college librarian, Mrs. Elizabeth Lorbeer having remained with the High School Library.

Thomas White (Wash.) is the new Reference Librarian at Cal. Poly., San Luis Obispo.

William A. Haarstad has resigned as Librarian of Orange Coast College in order to continue his doctoral studies at the University of Arizona. Frederick McLean, Reference Librarian at Orange Public Library, has been filling-in until a replacement can be found for Haarstad.

Ruth Bradley, Librarian of Santa Ana College, says that plans are being submitted to the State for the new library building. Anne Harder, a former teacher at San Jose Junior College, recently joined the staff.

Dorothy M. Drake, Scripps College Librarian, wrote a beautiful description of her travels last year. I wish there were space to print all of it. She pointed out the pleasure of having leisure time to talk to librarians and students about books and libraries. She has been making a survey of women's collections in various libraries and hopes to write on the subject soon.

Miriam A. Bowers is the new Librarian at Upland College.

With the passage of Proposition No. 3 in the November election, the University of California plans major capital improvements during 1957-58 involving some \$43,938,400 for all eight campuses. One sizeable item is \$1,785,000 for an addition to the UCLA Library, a "South Wing" connecting the East and West wings and the new stack addition now under construction. Assistant Librarian Gordon Williams has been working closely with the staff on plans.

At UCLA, Miriam Lichtheim has been appointed Near East Bibliographer. She has a doctorate from the University of Chicago and was recently in the Catalog Department at Yale. Robert E. Arndal (USC) is new Assistant Serials Librarian in the Acquisitions Department and James Kane (UCB) has joined the Acquisitions Section of the Biomedical Library. Mrs. Frances Kirschenbaum (UCB) is new in the Reference Department. Miss Julia E. Curry, who has been with the UCLA Catalog Department for 31 years, retired in June. Miss Anna Blustein (University of Minnesota) is appointed Order Librarian in the Engineering Library. She has had experience at the U.S. Atomic Energy Commission, Oak Ridge, Tennessee, and at the RAND Corporation in Santa Monica, California.

An interesting footnote on the effect of reading books is the case of Mrs. Florence Burton, formerly with the UCLA Engineering Library. She checked out *How to Retire to Florida* from the Santa Monica Public Library and, taking its advice, resigned to move to Auburndale, Florida. She is now Public Librarian there.

When the von Kleinsmid Library of World Affairs was incorporated into the USC General Library, the problem of duplicating some 150,000 catalog cards was solved by photography. The entire catalog was microfilmed and then reproduced on rag catalog cards by xerography. The USC staff is still working on such matters as subject headings, cross references, and the like.

Mrs. Mariam Greene (McGill) has joined the USC Catalog Department and Clinton Burt (USC) is now Engineering Librarian.

Last August, the UC Board of Regents approved general long-range plans to develop the La Jolla campus to provide a graduate program emphasizing science and technology. Industrialization of the San Diego area and the national need for increasing numbers of scientists and engineers were among the reasons given for the proposed expansion. A separate library facility will probably be developed to accommodate the academic program planned.

Brief Moment

BY DORIS RYDER WATTS

IT HAS BEEN SAID that readers between the ages of 14 and 18 are more alert, more intellectually curious, and have more interests that can be related to books than any other adult group. Those of us who work intensively with young people have found that statement to be accurate. We are constantly challenged by it for we know that our moment is brief.

Those of you who attended the meeting on Work with Young People at the CLA Conference in San Diego had the opportunity to learn about a number of stimulating programs being carried out in our state: Marion Trahan with her Youth Room at the Oakland Public Library and her successful Great Books series for teen-agers; Inez Lourenzo as she described the extensive reviewing schedule planned by Mrs. Mekeel at the Kern County Free Library and their use of book opinion slips for young people; Marguerite Carerra with her reading club at Coronado High School and the book of student reviews soon to be mimeographed.

No two librarians working with youth were proceeding in quite the same way but they were all striving toward the same goal. The techniques were different but the basic philosophy was the same. Treat young people like adults. Interest them in the library by devising ways in which they can participate in program planning. Give them a voice in recommending books for their own age group. Help them feel important to the library in order that the library may remain important to them all the years ahead. Respect them and, above all else, *like* them.

The low percentage of American adults who read books is tantamount to a national disgrace to those of us who love and

know the value of reading. Over and over again surveys have indicated that the big drop in library use occurs during the teens. Somehow or other a bridge must be built from the high school to the public library in order that graduation from school will not be synonymous with graduation from books. If this is to be accomplished it will only be by developing a strong program for young people in every public library in the land.

Librarians who say, "We've always helped young people, why does there suddenly have to be a special service?" are shutting their eyes to the handwriting on the wall. There has to be a special service because it is obvious from statistics that "just helping young people" doesn't mean that they continue to use the library.

From 1900 to 1950 the percentage of 17-year-olds enrolled in high school rose from 10% to 75% of its age group. Dr. A. Whitney Griswold, President of Yale, in an article in *Harper's* (July, 1954) wrote: "From 1910 to 1940 the percentage of the 14-15 age group in the nation's labor force declined from 30% to 5%. The total high school population in that period increased from 1,100,000 to 7,113,000. In other words, while elementary school enrollment increased by less than one-sixth, high school enrollment increased by more than six times. What this amounted to was the creation almost overnight of a huge new educational population."

Perhaps the need for a special service didn't exist 30 years ago, but there can be no question that it exists today. Changes in child labor and compulsory education laws have given our whole society a vast new group to serve. Organizing work with young people in public libraries is in line with similar specialization in commercial, recreational, religious, and social fields. In how many department stores today does a teen-ager have to shop in the children's department? In how many does he have to wander through innumerable adult departments trying to find

ED. NOTE: Few articles have stirred the editor recently as much as this forthright statement by Long Beach Public Library's Librarian for Young People. Librarianship of this degree of consecration will not be denied.

his size? And how is it with libraries? Are libraries, generally speaking, making the same effort to capture the patronage of these future adults?

Library service for young people can no longer be considered a luxury. It has become a necessity. Books were never more important than they are today. The questions which must be decided can best be answered by citizens who have learned to read thoughtfully, purposefully, and analytically. These future citizens are the young people of today. What more important job is there for any librarian than to help some awkward, gangling teenager over the threshold to adult reading?

What will they find first? Transition books, of course. Junior novels, career books, sports—a little bit of everything. In my opinion, these books don't need to be reviewed, they don't need to appear on lists, and they don't need to be pushed. Those are the books the young reader can find for himself. Our job is to be ready with the right adult book at exactly the right moment. This means intensive reading in all adult fields, discriminating selection, and expert salesmanship.

Dora Smith wrote that a child held to teen-age materials when he has grown intellectually much beyond the teen age may have his reading growth permanently stunted. It may be easier to recommend the obvious transition novel but it doesn't move us one step nearer to our goal of introducing young people to adult books. This reminds me of a remark made by a high school girl during one of our Library Youth Council discussions. "I object," said she, "to being led to junior or pioneer novels every time I ask a librarian for help."

All young people's librarians devise ways of finding out what teen-agers want in books—what they enjoy. We've made a number of discoveries here in Long Beach through reviews written by boys and girls which appear in a mimeographed booklet entitled "In Our Opinion" and through our Library Youth Council meetings.

For the past several summers we have held in the library a series of weekly book discussion meetings for young people. It

never fails to thrill me that at 1:30 of a hot summer afternoon 25 to 40 vacationing teen-agers jam into our too-small film-preview room for the sole purpose of discussing books. What better way to gain insight into their varied reading interests than by giving them an opportunity to say what they want about any book they want to read?

They make mistakes, they blunder, their taste is spotty but they're thinking. And they believe. My, how they believe in their opinions! One August day I was overwhelmed when a 16 year old boy presented me with a gavel he had made in woodshop because he thought I needed it to make myself heard. Actually, the group isn't out of control. There are no disciplinary problems. But everyone gets excited and *has* to express himself. And for the whole world I wouldn't contain it. For books *are* exciting. They are written to make people feel and react and think. Violence of opinion, and intensity belong to youth and to the world of ideas. It is a tremendous experience to listen to these young people erupt over books.

Last summer they chose to have a series of panel discussions on various subjects one of which was "Books of Human Interest." The books selected by the three panel members were: "Bridges at Toko Ri," "The Bad Seed," and "Peter Pan." Did you know that "Peter Pan" is a sad book? Well, it is! Peter sometimes "fell into sad thoughts" because he was afraid to accept the responsibilities which are part of becoming adult and was therefore lonely and lost. "Bridges at Toko Ri" was selected because the panelist felt that it was not primarily a war story but was more the study of the character development of a man who had to learn that everybody in the world must feel responsible for everybody else in the world—or there can be no peace. "The Bad Seed" is, of course, more obvious. However, we were there until well after 4 o'clock discussing whether or not certain books should be restricted. One classic comment was made by a boy who demanded to know why some librarians felt that they must act like Juvenile Officers.

Each summer Mr. Castagna moderates our final discussion. This year the topic

was "I think this book is great because . . ." Two weeks in advance the four panel members turned in their book titles: "Of Time and the River," "Cannery Row," "Dracula," "War and Peace," "Wuthering Heights," "Living with Books," and ALL of Poe. We heard, that afternoon, a most sensitive and discriminating analysis of Thomas Wolfe. We heard a defense of "Dracula" ending with the half-belligerent, half-insecure statement delivered in a mumble, "Well, anyway, to *me* the book is great." The series closes with a brief talk by Mr. Castagna which always sends those young people home with a feeling that they are *really* important to the library, that there opinions are respected, and their participation helpful.

Each summer is different. The composition of the group changes. The membership fluctuates. We have avid readers. We have some who, in the beginning, read very little. We have the vocal and the silent. We have them in bathing suits (wet, usually), in shorts, or all dressed up. But we have them. And we're learning constantly. We've discovered a few interests which, because they've been suggested each summer as subjects for discussion, seem worthy of mention.

The interest in religion and in all sorts of religious books seems to top the list. "The Robe" is way out in front with girls and "The Bold Galilean" with boys. "Barabbas" (Lagerkvist), "Cry, the Beloved Country" and "Quo Vadis" are runners up. Over and over again, all year round, there is an interest in prejudice, in the whole problem of segregation with "The Seeking" and "The Wild Place" read and reviewed often. The problem of censorship of any kind concerns them; juvenile delinquency as it tends to brand all teen-agers; the atom bomb and the implications involved in its first use. "Hiroshima Diary" is an extremely popular book as are all the others on the subject.

Last year we attempted to evaluate our program by distributing a "Library Youth Council Post-Meeting Reaction Sheet." From these we hoped to discover whether our book discussions were stimulating reading, whether they were increasing use of the library, and ways in which they

could be improved. Of the 193 reaction sheets returned 93% indicated that they were reading more; 63% indicated increased use of the library. My favorite answer to the question "What improvements would you suggest?" was a cryptic "Keep it up." An accolade!

From the results of this spot survey it seems valid to conclude that book discussion groups have definite value. We believe, also, that written reviews by young people are equally important. One teenager put it this way: "Book reviews by students are good because they make us feel as though our opinion means something—as though we're part of the library." (The adolescent need to belong; the human need to be respected.)

A few examples of the short reviews which appear in "In Our Opinion" are reproduced here because they indicate the wide variety of individual interests, because the comments are sometimes sensitive and sometimes very funny, but primarily because all of them are so honest.

"WAR AND PEACE"—Tolstoy. By the first 40 pages I was sure this book was not what it was cracked up to be. Too much description! Too little action! How wrong can one be? I abandoned my unjustified criticism and concentrated on just what was being described. Under that wealth of words I discovered the most beautiful piece of living—actual real lives, not stereotyped heroics—that I have ever encountered in a book. There have been many lavish compliments bestowed on this book. I can only add: *read it!*

GREEN MANSIONS—Hudson. A colorful setting is poorly used as the backdrop for a plot similar to the type popularized in B pictures. The hero goes to South America for his health and falls in love with the land and a sloe-eyed native gal. It left me frankly, quite, quite dead.

HIROSHIMA—Hersey. A factual account of what happened in Hiroshima. It shows the terrible destruction the A bomb caused. It leaves you with a feeling of guilt.

THE WILD PLACE—Hulme. This is the true story of displaced persons in Europe who were in rehabilitation camps waiting and trying to go home. Since some countries, such as Poland, soon became Russia's satellites, home for these people was impossible unless they wanted to return to a form of slavery. It made me want to kick Marx, Stalin, and Malenkov to the South Pole and let them freeze there.

FOR US, THE LIVING—Lancaster. This is the story of the life of a boy who lives on the (Brief Moment . . . Page 64)

"THINK BIG!"

BY STEPHEN D. EWING

EVERY DAY TELEVISION programs, newspaper items and books show us how public relations conscious we have become. A grinning campaign manager precedes his successful candidate into the arena; 46 states now have Departments of Industrial Development whose purpose is to lure industry within their borders with favorable publicity; an industrial public relations expert is given a chair on the Board of Directors of his firm. Look at *Don't Go Near the Water and Tubie's Monument*—recent best sellers. Their highly satirical picture of "ad men" at work still leaves the impression that selling ideas is an immensely important and complicated job.

Librarians, too, have ideas to sell and indications are that each year we are becoming more proficient in our part time jobs in public relations. In the "Golden State" this difficult work is made easier by a statewide California Library Week. With help from the California Library Week Committee of CLA, this has become an intensive period of library advertizing marked by official proclamation and elaborate programs.

A flood of newspaper clippings filed at the State Library reveals a wide variety of methods for putting over successful programs last year. Displays of imagination and originality are still among the most popular methods used to commemorate Library Week. The theme "Your library has everything" has indeed been taken literally by many libraries. Colorful, fresh display ideas stimulate public interest in our collections and services.

Turlock Public Library used a display of bells—every size and description, each rich in its own history. Displayed with them were the library's current "bell-

ringing" books. Irwin Branch of Merced County Library observed the week with displays of gardening with books on that subject. The librarian arranged attractive displays of various herbs, flowers, landscape shrubs, plants, vegetables and annual flowers. The displays were not only appreciated for their beauty but stimulated a great deal of interest in the gardening collection as well. Ramona Public Library presented their fascinating "Museum of Man" exhibits. These displays show a small part of the large collection at Balboa Park in San Diego. During Library Week the display was entitled "Imagination." It covered a span of time from ancient China to the present day as exemplified by science fiction.

Santa Monica Library focused its theme upon the golden history of California. The library's excellent collection of basic Californiana was integrated with unique displays of early day memoirs, diaries and photographs. Reference librarians were on hand to introduce the public to the California collection and to suggest other books of interest.

Indio Public Library celebrated the week by centering its displays about the current award winning children's books. Eye catching arrangements of such books as Langstaff's *Frog Went A-Courtin'*, Yashima's *Crow Boy*, Politi's *Song of the Swallow* and many others, did much to kindle young imaginations.

Armchair travel through the medium of books was encouraged by Denair Branch of Stanislaus County Library. Interesting items from many foreign lands pointed up this idea.

Public participation often was used to broaden interest in exhibits. Ukiah featured a week-long showing of contemporary American painting in the adult department and a crafts exhibit in the young people's room was prepared by local youth groups. This idea of proving what enterprising youngsters and adults can create,

ED. NOTE: Librarian of the Humboldt County Free Library, Stephen Ewing is a graduate of the University of California School of Librarianship, Class of 1951 and former librarian of the Hardin County Library at Kenton, Ohio. President-elect of Redwood District, Mr. Ewing has been serving as a member of the California Library Week Committee.

using easily accessible library information, is very rewarding in the popular hobby and craft fields. Arvin Branch of Kern County Library featured a display of dolls made by local Camp Fire girls. Newman Branch of Stanislaus County Library invited the public to view an extensive array of exhibits including hobbies, handicrafts, oil paintings, pen and ink work and sewing items. The hobby exhibit of Stratford Library proved very popular and enjoyed a large turnout of patrons. Among the fascinating items collected was a series of eighth grade class pictures dating back to 1926. Dolls, antique glass, needlework, ceramics, rock collections and other numerous contributions all helped to make the celebration highly successful.

Club activities outside the library were successfully carried out by a few libraries in the state. Various clubs in Chowchilla created fine displays to help Madera County Library mark Library Week. The Business and Professional Women placed an appropriate group of books on careers in one of the downtown business windows; the Camp Fire girls featured books on crafts; the Junior Women's Club chose books on psychology and guidance; the Parent-Teacher Association used reference books; the Garden Club featured books on floral arrangements; and many other groups sponsored equally noteworthy displays in different spots. This is a fine example of the kind of community spirit and cooperation California Library Week hopes to achieve.

Open house events always can be counted on for winning a lot of interest for books and the local library. Lassen County Library invited its friends and borrowers to find out what the library could do for them. Tours through the building also revealed the nonpublic operations to the visitors. As a special feature, Orange Public Library invited its public to hear Ethel Jacobsen, authoress of *Mice in the Ink* and *Larks in My Hair*, discuss the lighter side of verse writing. San Francisco Public Library had Don Freeman, well-known artist and author of *Beady Bear* and *Mop Top*, entertain youngsters with a chalk talk. Also, during the week, Carlos Reyes, South American folk-singer,

offered a program of Paraguayan music, accompanying himself on the guitar. They proved certainly that the "library has everything" . . . artists included.

Chula Vista, featuring a joint celebration with National City Library, held an Author's Tea, honoring Belle Coates, well-known for her children's books. Patrons of both libraries were guests with the Board members and staffs of both libraries serving as hosts. The same group sponsored an entertaining puppet show held at the National City Library. The puppet show told the story of the *Town Mouse* and *City Mouse* to the delight of small fry and adults alike. The play marked the first public showing of the library's fold away puppet stage purchased recently with gift funds.

The Golden Gate Valley Branch of San Francisco Public Library also presented a lively puppet show to its eager young public. The results were an excellent turnout and good entertainment.

Other special methods and events used throughout the state during California Library Week deserve comment. For instance, Merced County Library serenaded its patrons with hour long recorded concerts at the library during the noon hour. Some evening concerts also were held. Tchaikowsky, Beethoven, Brahms, Schumann, and Haydn were all on hand to energize public use of their new record lending service. In Sacramento the Pacific Telephone and Telegraph Company used a meter postage plate which read "California Library Week, March 11-17" on their business envelopes. Many libraries, such as King City and Madera High School Libraries, offered the attractive Library Week bookmarks to each patron throughout the week. Marin County Library carried out the "A to Z" slogan to the letter. Each community library was assigned a letter and books on subjects starting with that letter. In this way books on art, automobiles, animals, ballet, boats, baseball, circus, costumes, child care, etc. through zoos and Zarbo, the Great, were displayed. These topical exhibits proved very successful in this area.

(Think Big . . . Page 64)

Library Services Act Waits For the Curtain to Go Up

BY DOROTHY SINCLAIR

THE PERIOD known as "waiting for the curtain to go up" is nerve-racking to the performers and irritating to the audience. Such a period of suspense is now going on with regard to the Library Services Act. No doubt librarians in California, as elsewhere throughout the country, are wondering why the delay. The law has been passed, money (not enough, but some) has been appropriated by the Congress, months have gone by, and yet no curtain has been raised on a dramatic demonstration of library service.

Why not? The answer involves a number of factors, such as the slow unwinding of official red tape, the needs of libraries in other states, the vagaries of voters, and the short supply of librarians. A chain reaction in reverse, which will end with the first demonstration, awaits touching off from Washington. California cannot begin its project until it can hire librarians and buy books and bookmobiles; it cannot spend this money until it receives the first installment of federal funds; it cannot receive these until its "state plan" is accepted as conforming to the law by the U. S. Office of Education and its Service to Libraries Section; it cannot submit its state plan until the regulations for the form in which it must be submitted have been received.

It is not surprising that the regulations are so slow in appearing. The Service to Libraries Section is overworked and understaffed, confronted as it is with a suddenly expanded program. New staff is being recruited and must be oriented. In addition, the four Workshops held throughout the nation in the fall revealed that the original regulations worked out by the legal staff of the U. S. Department of Education, Health and Welfare, similar to those used in other federal programs in the states, would need extensive revision before meeting the needs of the state libraries and allowing them to carry out the intent of the Act.

Members of the State Library staff who participated in the Workshop in Sacramento in mid-October (attended by representatives of eleven western states, Alaska and Hawaii) came away with a greater appreciation of the difficulties and complexities that confront the "federal level." They also were impressed by the earnest efforts of the staff of the Section and its parent Office and Department to try to work out the regulations in such a way as to give the librarians what they want within the limits of the law itself. To illustrate the complexities of the regulations, here is an example of the majestic legal language struggled through to the extent of over forty pages at the October Workshop: "For programs covering less than a full fiscal year (which will necessarily be the case for all programs in effect in the fiscal year 1957) the amount listed for an area under paragraph (4) or paragraph (7) (whichever is larger) must at least equal that portion of the amount listed for the area under paragraph (5) shown by the ratio between that part of the year during which the program was in effect and the full year." This particular regulation will probably be deleted from the final draft, but it will indicate why members of the Workshop came away slightly groggy after three days of trying to comprehend what such sentences really said and what they would mean to the program.

The delay, therefore, is understandable and probably inevitable. California is fortunate in having a library structure on which to build, in possessing (as it looks now) the financial support needed to supply matching funds, and in having a tentative plan worked out with the help and advice of a number of librarians throughout the state. There is no dearth of good projects: among so many it is hard to select for priority, though if the full sum is appropriated in future years

many of those applied for may come to fruition.

The State Plan and the projects on hand are not in conflict. The overall needs as considered on a statewide basis include (1) service to unserved counties (2) processing centers, possibly to be expanded to give other services (3) extension of existing service to unserved or inadequately served areas through bookmobiles (4) enrichment of service, especially in the reference and readers' advisory field, through increased book resources and expanded budgets for coverage through telephone, mail and possibly radio and television service (5) encouragement of the formation of larger units of service where this seems desirable, through whatever form of cooperation or joint administration seems feasible locally.

The following summaries will show present status of each of these types of projects:

Unserved Counties:

A major setback was experienced on Election Day when the voters of Lake County, in spite of a valiant effort on the part of the local Citizens' Committee, defeated by a small majority the proposition that would have established a County Library. The "How's" and "Why's" of this sad result have been analyzed and anguished over by the State Library's staff, and some mistakes have been identified for future avoidance.

One unfortunate circumstance that really hurt was that, in the minds of many Lake County voters, the library was confused with the really burning issue on the ballot—the dog tax. This connection with man's best friend was by no means beneficial. Lake County had been assured that the dog tax would take care of all the costs of dog control. It didn't. And when the library boosters came along and talked of moderate costs and tax limits and available federal funds, the voters were skeptical. Headlines like "DOG LAW, LIBRARY, PLACED ON BALLOT" were typical.

The other counties without library service are by no means ready to step into the lead spot thus vacated. There are stirrings of interest in Yuba and Nevada Counties, and possibilities elsewhere.

These will be encouraged, and at least some of these counties may be ready for projects before the end of the five-year period. But it is out of the question to start in any of them before July 1, when the first \$40,000 must be spent or encumbered.

Service Centers:

Plans for a Processing Center in the Mother Lode area were developed at the State Library's Workshop in March of 1956. Now that the Library Services Act will make funds available, this project appears definitely feasible. A canvass of the city and county libraries originally planned to participate in the Mother Lode center, however, reveals that not all are ready to give an unqualified "Yes" to the proposal, though nearly all are willing to say "Maybe." As a result of this lack of immediate customers, and also because of eager urging on the part of several libraries in the northeastern part of the state, the area to be served has been enlarged. As conceived at this time, the Center will process books for the northeast county and city libraries who wish to join. Later it is possible that additional services may be added. There have been requests for special consultant services on children's work, teen-age service, administration, etc., as well as for supplementary book resources. These services are not included in present plans, but may develop as the center swings into action; and if Service Center Number One is a success, others may follow. Legislation will be necessary if such services are to be offered by the State Library, and an enabling law to this effect is included in the legislative program sponsored by C.L.A.

Bookmobiles:

California has, for a number of reasons, been more hesitant than some other parts of the country in embracing bookmobile service, at least in rural areas. Rugged terrain and scattered population, as well as attachment to the type of library extension which has served well for many years, help account for this reluctance. The Library Services Act, however, has stimulated a number of county libraries to ask for Bookmobile demonstrations. Some are for mobile units previously asked for, but unable to survive budget hearings; others

are for additional bookmobiles in areas already sold on Bookmobile No. 1. Altogether, over a dozen counties would like to have a chance at a bookmobile project, and the Field Office staff has been poring over maps with gaily-colored spots designating community stops and school stops, and red and green lines for suggested routes.

Tentatively, as of the moment of writing, the first project has been selected, and will include a bookmobile demonstration. Factors that incline the State Librarian, who has the legal obligation to make the choice, to accept the particular northern county as the area for the first project are several. The area concerned has already had the advantage of a professional survey; plans are well-advanced; the need is easily demonstrated; the project can begin as soon as funds are available. The plan in its present still tentative stage calls for a Project Director, a bookmobile librarian, an additional clerk, additional book-stock, and, of course, the bookmobile itself. It is hoped that ways can be worked out of enabling the eligible city libraries in the area to be included in a really meaningful way. Their participation has been urged; if they agree, the Project Director will consult with library and city officials to develop ways of enriching service in the area through these outlets.

Enrichment of Reference and Readers' Advisory Service:

This program is frankly more experimental than the others considered, but a few daring librarians are cautiously considering its application in their areas. The use of radio and television in particular is challenging, as these media disregard boundaries and offer (in their library use aspect) an opportunity for cooperation on a regional basis. Such cooperation is not new in the publicity field (PLECC has demonstrated that fine radio and television programs can be jointly sponsored by a group of neighboring libraries) but would be new for California at least if workable plans can be made for reference and readers' advisory service *via* the airwaves. At least one large region is looking into the possibilities, and two counties are on record as ready to try this type of project.

Encouragement of Cooperative Effort:

A possible combination, on the administrative level, of two or more county libraries in the northern part of the state is being watched with great interest. If plans reach the action stage, such evidence of willingness to cooperate would probably be considered worthy of a sizable subsidy to ease the problems and pains that inevitably accompany any such major change. Other regions that have worked out plans for constructive area-wide use of their joint resources may wish to apply for demonstration grants, always assuming they come within the definition of "rural area." (No city or unincorporated town of 10,000 or over, at the last census taken by the U.S. Census may benefit. Such cities and towns may be included in projects, if they pay their proportional share.)

Still to be answered are some important questions: *Will California get the full sum for the next four years?* Readers of this journal can help by using their influence to bring the need to the attention of their Congressmen. *Can every large region in the state, especially the South, benefit?* Many areas are ineligible, but it is hoped that projects will be developed that will distribute the funds so that every region may have some share. And finally, *where will California find the personnel to carry out all these projects?* The assistance of all California librarians will be most welcome—in notifying the State Library of good people they know about in other libraries (or even, at great sacrifice, in their own); or by expressing their individual interest in sharing in a personal way (by taking one of these jobs) in what cannot fail to be a busy, exciting, and rewarding five years.

Mrs. Margaret Ogden helped a little girl, Georgia, at Trona on her first visit to the older-than-xx books. It was a big occasion, and she wanted a horse story. "We found two or three I thought might be suitable for a child in the second reading group in the 4th grade. Then Georgia shyly put her arm around me and whispered, 'Don't you think we might find something a little thinner?'"—*San Bernardino County Library Newsletter.*

Book Selection Study: Preliminary Plans

BY MARJORIE FISKE

THE BOOK SELECTION Study will not solve all problems of book selection policy—nor, I hope, will it merely re-state in the language of the social sciences what most librarians already know. Its objective lies somewhere between these two extremes: to seek out and describe the procedures, concepts and opinions that play a role in the selection, retention and distribution of public and school library books. Most specifically, it will seek to compare the philosophy of librarians, the degree of autonomy of librarians, the role of the board, of the school administrator, and of the interested (or disinterested) public in different kinds of institutions and in different kinds of communities. I share the hope of the many librarians with whom I have thus far talked that the study will serve as a clearing house of experience and policy. It is not expected to provide a basis for the formulation of a uniform policy—this would be a facile, and probably a self-defeating solution for a complex problem. What is should do is to indicate which book selection problems recur frequently throughout the state, which seem to be unique, how they have been handled and how librarians and others concerned believe they should be handled.

During this preliminary phase of the study, my own objective is to become as fully acquainted with the organization, working operations, and personnel of as many libraries and library systems as time



As she talks with librarians throughout the state about book selection problems, Marjorie Fiske will soon be a welcome figure known to us all.

ED. NOTE: This article will serve to introduce Marjorie Fiske Lecturer at the School of Librarianship at Berkeley and Director of the Book Selection Study project. Miss Fiske has had a distinguished career in social science research and will bring to bear on the all-important problem of book selection practice in California Libraries her technical training and experience as presearch director and consultant for a number of organizations including Columbia University Bureau of Applied Social Research, U.S. Department of State, Department of Sociology at University of California, and the Fund for Adult Education. The Book Selection Study is the result of a grant of \$36,000 from the Fund for the Republic to the U.C. School of Librarianship for a study of the selection and retention of books in California Libraries.

permits. I have learned much at the conventions of the CLA and SLAC, at regional and municipal meetings of public and school librarians, in informal talks with library staffs, and in conferences with those members of the Advisory Committee who are librarians—Miss Boyd and Mrs. Zimmerman, and the Messrs. Henderson and Castagna—but I am increasingly impressed with what remains to be learned.

While a precise timetable for the study has not yet been prepared, we now plan to devote the spring months to conferences with librarians in a number of communities throughout the State. In the course of these conversations, we shall hope to learn, among other things, who the other people are who play an active role in book selection in each institution (such as school

principals, teachers, advisory committees, trustees, and so on). Time permitting, appointments will then be requested with all persons who participate, so that the principal viewpoints regarding book selection in a given institution will be represented. (This procedure, fanning out from key persons to all others connected with an area under study, has been dubbed the "snowball method.")

Communities will be selected to be as representative as possible of the different sizes and types of cities and towns in California. For example, we shall want to include industrial towns, agricultural towns, and suburban towns; cities with a fairly slow and cities with a rapid rate of increase in population; communities that are fairly homogeneous in nature as well as those having strong admixtures of a variety of ethnic, educational and income groups. In addition, we hope to have adequate representation of public libraries responsible, respectively, to boards, city councils and city managers, of school libraries in county as well as municipal systems and of school libraries where the librarian is responsible both to a principal and a supervisor. Whether the school has an active book selection committee will also be a relevant factor. Finally, in the hope of gaining some insight into the degree of community of interest among librarians, we shall make sure that municipal public libraries, county public libraries, and public school libraries are proportionately represented. In addition to the four highly experienced librarians, the study is fortunate in having on its Advisory Committee three eminent members of the University of California faculty, Professor Herbert Blumer, Chairman of the Department of Sociology and Social Institutions, Professor Harold Jones, Director of the Institute of Child Welfare and Pacific Coast representative of the Social Science Research Council, and Professor Jerzy Neyman, Chairman of the Department of Statistics. Their advice will be sought on all major research problems. The recommendations of the Advisory Committee as a whole will be heavily relied upon in the selection of communities to be included in the study.

The discussions which take place in the course of the field work will be highly

flexible and will be oriented to the particular procedures and problems of the library concerned. Areas to be explored will include the degree to which librarians in different types of institutions and different types of communities agree or disagree as to the value of various policies and procedures. For example, do public and school librarians agree that a formal written statement of book selection policies is a good idea? If so, do they agree as to the degree of specificity with which these policies should be formulated? Do they agree on the question of who should formulate and endorse the book selection policies of a given institution? Do they agree on ways in which to inform the public at large about these policies? Do they agree among themselves and with each other on what the objectives and functions of a school as compared with a public library should be? Clearly, the role of, say, the high school librarian differs from that of the public librarian, but how do they differ, and how, if at all, do these differences become reflected, directly or indirectly, in book selection policies or procedures?

In order to put this study of current policies and problems into a broader perspective, some analysis will be undertaken of earlier periods of California library history, as well as of material available from other parts of the country. Such analyses will enable us to determine, at least in a preliminary way, the extent to which the book selection procedures of California libraries have changed through time and the extent to which they are similar to or different from those on the national scene at large.

There are a variety of factors involved in book selection, factors which may be related to the training or philosophy of the librarians, to the background of the community, to national pressures or examples, or to the activities of well-meaning crusaders or self-interested opportunists. More important, in some cases, seem to be the problems involved in gauging and meeting the real needs of the student body or the community with limited budget and personnel. The procedural objective of the study is to collect enough material from a large enough sampling of institutions to be

(Book Selection Study . . . Page 57)

WHAT'S GOING ON HERE?

BY N. BARBARA COOK

BUILDING PROGRAMS

The North Glenoaks Branch of the BURBANK PUBLIC LIBRARY was dedicated in an informal ceremony at 11:00 A.M., Thursday, August 16, 1956, and opened for service to the public the same day. Representing the City of Burbank at the dedication was the Honorable Edward C. Olson, Councilman, and Harmon R. Bennett, City Manager. Representing the library staff was Edward C. Perry, City Librarian, Mrs. Margaret C. Underwood, Assistant City Librarian, Mrs. Phyllis Holden, Branch Librarian of the new branch; and Mrs. Carolyn Donnet, Branch Librarian, West Burbank Branch.

The new Memorial Wing of the GLEN-DORA PUBLIC LIBRARY, the gift of Mr. Rolfe B. Bidwell, was dedicated on November 4, 1956.

The \$659,000 bond issue voted by Long Beach residents for new branch libraries is gradually bringing the buildings closer. Plans have been approved for two of the buildings, a third is in the planning stage and the fourth, while not yet planned, additional property next to the present site has been acquired to make an adequate building possible next year. RUTH BACH BRANCH is the name officially adopted for the new library to be built in Heartwell Park to serve the Lakewood area. In addition to the four "bond" branches, Long Beach plans in January to open LOS ALTOS BRANCH, a building provided for in the regular budget.

New quarters for the Lawndale Branch of the LOS ANGELES COUNTY PUBLIC LIBRARY at 147th Street and Burin Avenue is ready for occupancy, according to William S. Geller, Assistant County Librarian. They are a part of the new Lawndale Civic Center. Construction on the project began in February, 1956. Space allotted the Library includes 3,400 square feet. The total book collection upon the opening of the branch is expected to number 14,000 volumes.

Five years ago the Magnolia Center Branch of the RIVERSIDE PUBLIC LIBRARY opened in response to demands by a citizen's group. Last year the branch library's circulation reached 100,000 and the book collection far exceeded the shelving capacity. On November 12, the Library Board approved the plans for a new building in Magnolia Center, the Charles Francis Marcy Branch. The building, a radical departure in library architecture, will be a circular structure. Many librarians saw the plans at the San Diego Conference and were impressed not only with the beauty of the building but also with its flexibility and its functional plan. Ground will be broken in the spring of 1957 and the library will be opened in the fall. Funds come from a gift of the late Mr. Marcy, supplemented by money voted by the city council.

The reopening of the Business Branch of the SAN FRANCISCO PUBLIC LIBRARY in new quarters at 68 Post Street on a ground floor level with two entrances is expected to be an outstanding success. It opened November 7, and due to popular demand a collection of almost 2,000 titles in current best-seller fiction and non-fiction has been added. Primarily the branch will continue to serve the business needs of the heavily populated financial district. Mrs. Marjorie Denier is in charge of the branch.

The SAN LUIS OBISPO COUNTY FREE LIBRARY headquarters will move from its present location in the Courthouse to its own new building at Bishop Street and Sierra Way, San Luis Obispo, after January 1, 1957.

PERSONNEL

Upon the retirement of Miss Mabel Inness, librarian of the A. K. SMILEY LIBRARY, Redlands, Miss Edith W. Taylor, former librarian of the FULLERTON PUBLIC LIBRARY, was named as her successor November 7. Frances Burket has been appointed Senior Librarian at BUTTE COUNTY FREE LIBRARY in Oroville. She was formerly county li-

brarian of Amador and Sutter Counties and librarian of the Haggin Art Galleries and San Joaquin Pioneer Museum at Stockton.

June Young resigned as Supervising Librarian at ALAMEDA COUNTY LIBRARY to accept the appointment of County Librarian in Merced County on December 1.

Miss Joy Belle Jackson has been appointed Senior Librarian in charge of the newly-opened *Westlake-Broadmoor Branch Library*, as of October 3, 1956. This branch is a branch of both the DALY CITY PUBLIC LIBRARY and the SAN MATEO COUNTY FREE LIBRARY, with which the Daly City Public Library is affiliated.

Katherine H. Ball, recent graduate of U.C., is now employed as Junior Librarian with the HAYWARD PUBLIC LIBRARY.

Mrs. Pearl Scovil has retired as Librarian at PERRIS PUBLIC LIBRARY. Mrs. Nina Nelander now fills that position.

Mr. David Sabsay (U.C., 1955) resigned from RICHMOND PUBLIC LIBRARY, to become the City Librarian at Santa Rosa, California, effective December 1, 1956.

Mrs. Helen Thompson joined the staff of the RIVERSIDE PUBLIC LIBRARY in September, 1956. She is in charge of public relations and is working in the Arlington and Magnolia Center Branches. Last year she was at the Henry E. Huntington Library, San Marino, where she edited the *Quarterly* and was secretary to Director John E. Pomfret.

Librarian of the SAN LEANDRO PUBLIC LIBRARY, Marie Tinsley, eloped last summer to become Mrs. Arthur Smith. Children's Librarian, Doris Gribben, has changed her name to Mrs. Reuel Lindahl. Mr. Lindahl is city Finance Officer.

Miss Mary Kessi, children's librarian, SHASTA COUNTY LIBRARY, spent her vacation in South America. She visited libraries and returned with many Latin books for boys and girls which will be placed in the children's collection of the library.

HONORABLE MENTION

Mrs. Connie Davis, Children's Librarian at FRESNO COUNTY FREE LIBRARY, has been

appointed District Chairman of Home Reading and Library Service for the California Congress of Parents and Teachers. Mrs. Davis will be responsible for a program in her district designed to bring children and well-chosen books together, to induce parents to make use of books for home fun and growth, to work with school and public libraries to raise the standard of reading matter sold in local communities.

Edwin Castagna, City Librarian, LONG BEACH PUBLIC LIBRARY, was elected California delegate to the ALA Council for 1957.

Patricia Peart, Children's Librarian, MONTEREY PUBLIC LIBRARY, has written a book under the pseudonym of Hendry Peart, published November 12 by Knopf. "Red Falcons of Tremoyne" is an historical novel for teen-agers, and her first published book.

Miss Vera M. Slaughter, Supervising Librarian in charge of General Reference and Documents of the OAKLAND PUBLIC LIBRARY, currently is serving as Chairman of the Reference Librarians' Council of the San Francisco Bay Region.

Howard M. Rowe, SAN BERNARDINO PUBLIC LIBRARY, Class of '35, has been elected by the U.C. School of Librarianship Alumni Association to serve as President in 1957.

PUBLIC RELATIONS

Mrs. Lucy Andolina, children's librarian at COLTON PUBLIC LIBRARY, played storytelling records for 7,848 children during the past fiscal year. The Colton Kiwanis Club underwrites records for the Junior Library.

Civic groups in Humboldt County continue to support their branch libraries. The Garberville Business and Professional Women's Club marked the end of the first year of its project to raise money for the rent of the Garberville Branch Library at an "Open House" held there September 28. Fortuna Branch was the recipient during October of a gift of books and pamphlets about the United Nations from the Eel River Valley Business and Professional Women's Club.

CONSTITUTION OF THE CALIFORNIA LIBRARY ASSOCIATION

*Adopted October 14, 1954**Amended October 28, 1955*

ARTICLE I — NAME

The name of this Association shall be the California Library Association.

ARTICLE II — OBJECT

The object of the California Library Association shall be to promote library service and librarianship.

ARTICLE III — MEMBERSHIP

Section 1. *Types of Membership.*

a. *Active Members.* Any person residing in California who is at present or was previously engaged in library work, any member of a library's governing or advisory board, any library school student, or any library in California, may become an active member of this Association and be entitled to all its privileges upon payment of dues as provided in the By-Laws.

b. *Affiliate Members.* Any person residing out of the state who is at present or was previously engaged in library work may become an affiliate member upon payment of dues as provided in the By-Laws.

c. *Associate Members.* Upon payment of dues as provided in the By-Laws, any person, other than a librarian, who is interested in library work, may become an associate member.

d. Any business firm or other non-library organization may become a contributing or sustaining member upon payment of dues as provided in the By-Laws.

e. *Honorary Members.* Upon recommendation of the Executive Board, persons who have rendered important service to library interests or to the cause of education in general may be elected to honorary membership.

Section 2. *Voting Privilege.* Each active and life member of the Association in good standing shall be entitled to voting privileges. Governing boards of member libraries, through a delegated representative, may have one vote in all questions which come before the Association.

ARTICLE IV — ORGANIZATION

Section 1. *Districts.* To facilitate the work of the Association the State shall be divided into districts, as provided in the By-Laws, the number of districts to be conditioned by the growth of libraries throughout the State.

Section 2. *Sections.* To stimulate the interest of special groups, sections of this Association may be created from time to time, with the approval of the Executive Board in accordance with the provisions in the By-Laws.

Section 3. *American Library Association Membership.* To widen its contacts, this Association may affiliate with ALA as a sustaining member thereof and shall annually elect, as provided in the CLA By-Laws and in accordance with the Constitution and By-Laws of the ALA, a member or members.

ARTICLE V — MANAGEMENT

Section 1. *Officers.* The officers of this Association shall be a President, a Vice-President, who shall be President-Elect, a Second Vice-President, an Executive Secretary, and a Treasurer. These officers, except the Executive Secretary, shall be elected or appointed as provided in the By-Laws; they shall perform the duties usually pertaining to their offices and any other duties specified in the By-Laws. The executive Secretary shall be chosen by the Executive Board and shall hold office at its pleasure.

Section 2. (a) *Executive Board Members.* There shall be an Executive Board consisting of the officers named in Section 1 of this Article, the retiring President, and the District Presidents, and the Section Presidents. (b) The Executive Secretary and the Editor of the Official periodical shall serve as non-voting ex-officio members of this Board. (c) This Board shall administer the affairs of the Association; it shall have the right to review the action of officers and committees of the Association, and it shall be empowered to authorize expenditures as provided in the By-Laws. (d) *Vacancies.* The Executive Board shall have power to fill all vacancies in office pro tempore, the person so elected by the Executive Board to serve only until the end of the calendar year of the Association, except that in case of the death or resignation of the President of the Association or District President or Section President, or his inability to serve, the President-Elect or District President-Elect, or Section President-Elect shall become President or District President or Section President to serve until the end of his elected term as President. (e) *Meetings of the Executive Board* may be called by the President at such times and places as he may designate, and shall be called upon request of a majority of the Board of the voting members. (f) *Quorum.* A majority shall constitute a quorum of the Executive Board. (g) *Votes by Correspondence.* Approval in writing by a majority of the Board or of any committee shall have the force of a vote, if conducted under the conditions specified in the By-Laws.

ARTICLE VI — COMMITTEES AND APPOINTMENTS

Section 1. *Standing Committees.* There shall be the following standing committees: Documents, Finance, Legislative, Library Development and Standards, Membership, Nominating, Publications, and Resolutions.

Section 2. *Special Committees.* The President may appoint other special committees, subject to the approval of the Executive Board.

Section 3. *Parliamentarian.* The President shall appoint as parliamentarian a qualified member of the Association.

Section 4. *Editor.* The editor of the official periodical shall be chosen by the Executive Board and shall hold office at its pleasure.

Section 5. *Appointment to Committees.* The President shall make appointments to committees in accordance with the By-Laws and subject to the approval of the Executive Board.

Section 6. *Vacancies.* The President may fill committee vacancies without Board approval.

ARTICLE VII — NOMINATION AND ELECTION OF OFFICERS

Section 1. *Method.* All officers listed in Article V, Section 1, of this Constitution shall be nominated and elected as provided in the By-Laws.

Section 2. *Term of Office.* All officers and all members of the Executive Board except the Executive Secretary (Article V, Section 1), Editor (Article VI, Section 4), and the Treasurer who shall be elected for a term of three years, shall hold office for one year or until their successors are elected (or appointed). Officers shall assume their duties on January first of a given year. However, incoming officers may make committee appointments and plans for meetings and prepare budget recommendations immediately after the annual meeting.

ARTICLE VIII — MEETINGS

Meetings of the Association shall be held as provided in the By-Laws. (Article III, Section 1 and 2.)

ARTICLE IX — AMENDMENTS

Section 1. *By-Laws.* Amendments to By-Laws may be proposed either by initiatory petition of twenty-five active members or by resolution of the Executive Board or by written report of a special committee appointed to report thereon. By-Laws may be amended by two-thirds vote of the active members present and voting at any annual business meeting provided that written notice of such change shall have been mailed to all active members at least fifteen days prior to such meeting. Any By-Law may be suspended by a two-thirds vote of those present at any meeting of the Association.

Section 2. *Constitution.* Amendments to the Constitution may be proposed by initiatory petition of twenty-five active members or by written report of a special committee appointed to report thereon. All such amendments must be approved and submitted by the Executive Board.

This Constitution may be amended by a two-thirds vote of the active members of the Association present and voting at any annual meeting provided notice of the proposed amendment shall have been mailed to all active members at least fifteen days prior to such meeting.

BY-LAWS

ARTICLE I — OFFICIAL YEARS

Section 1. *Official Years.* The fiscal, membership, and conference year of the CLA shall be the calendar year from January 1 to December 31 of a given year.

ARTICLE II — DUES AND FEES

Section 1. *Annual Dues.*

(a) Annual dues for individual active members shall be computed on a sliding scale based on the monthly salary received by the members during the last fiscal year (rates revised June 1954 include Section dues):

Monthly Salary	Dues	Trustees - - - - -	4.00
Students - - - - -	\$ 2.00	Affiliate - - - - -	4.00
Retired and Unemployed -	4.00	Associate - - - - -	7.00
Less than \$300 - - - - -	4.00	Contributing - - - - -	25.00
\$300 - \$499 - - - - -	7.00	Sustaining - - - - -	100.00
\$500 and over - - - - -	15.00		

(b) Annual dues for libraries shall be computed on the sliding scale based on their operating expenditures:

\$20,000 or less	. . . . .	\$10.00
\$20,000-40,000	. . . . .	15.00
\$40,000-70,000	. . . . .	20.00
\$70,000-100,000	. . . . .	25.00
\$100,000-500,000	. . . . .	30.00
\$500,000 up	. . . . .	35.00

(c) Dues shall be due and payable in advance in January of each year. Any member whose dues are unpaid on April 1 shall be dropped from the membership.

Section 2. *ALA Chapter Dues.* Provision shall be made in the annual budget to apply to the American Library Association annual dues, in accordance with its requirements.

ARTICLE III — MEETINGS

Section 1. *Annual Meetings.* The annual meetings of the CLA shall be held at the time and the place determined by the Executive Board.

Section 2. *Special Meetings.* Special meetings may be called by the President with the approval of the Executive Board.

Section 3. *Quorum.* Ten percent of the total CLA membership shall constitute a quorum at any meeting of the association.

ARTICLE IV — LIBRARY DISTRICTS

Section 1. *Formation of Districts.* Upon written request of twenty-five CLA members residing in a proposed district, the Executive Board shall consider its establishment. When the written consent of two-thirds of the members in the proposed district has been obtained by the Board, the new district shall be formed and Article IV, Section 2, of the By-Laws changed accordingly.

Section 2. *Description of Districts.*

(a) Golden Empire District shall consist of the following counties: Yolo, Sacramento, San Joaquin, Nevada, Placer, El Dorado, Amador, Calaveras, and Alpine.

(b) Golden Gate District shall consist of the following counties: Mendocino, Lake, Sonoma, Napa, Marin, Solano, Contra Costa, Alameda, San Francisco, San Mateo, Santa Clara, Santa Cruz, San Benito, and Monterey.

(c) Mt. Shasta District shall consist of the following counties: Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Glenn, Butte, Sierra, Colusa, Yuba, and Sutter.

(d) Redwood District shall consist of the following counties: Del Norte and Humboldt.

(e) Southern District shall consist of the following counties: Mono, Inyo, San Luis Obispo, Santa Barbara, Ventura, Los Angeles, Orange, San Diego, Imperial, Riverside, and San Bernardino.

(f) Yosemite District shall consist of the following counties: Stanislaus, Merced, Tuolumne, Mariposa, Madera, Fresno, Kings, Tulare, and Kern.

Section 3. *Boundary Changes.* The Executive Board shall give consideration to any proposed changes in district boundaries when a written request for such change is made by five percent or more CLA members residing in the affected area. When approved by the Executive Board the proposed boundary shall be submitted to a vote of the districts affected. The new boundary will be ratified when 2/3 of the total ballots cast by the CLA members in these districts are affirmative.

Section 4. *Officers.* The district officers shall consist of a district president, a vice-president who shall serve as president-elect, and a secretary-treasurer. The president-elect and the secretary-treasurer shall be elected by the members of the district in accordance with the provisions in Article VII, Sections 1 and 2 of these By-Laws.

Section 5. *Nominations and Elections.*

(a) District Nominating Committee. The District president shall appoint a nominating committee of not less than 3 to prepare the district's official ballot. This ballot shall include the names of candidates for vice-president who shall serve as president-elect, and secretary-treasurer. In districts of one hundred or more members, two or more candidates shall be nominated for each office. A member may be a candidate for one office only. The committee shall obtain the written consent of each candidate before placing his name on the ballot.

(b) District Ballot. Report of the nominating committee shall be made to the district president who in turn will file this ballot with the Executive Secretary at least ninety (90) days prior to the annual meeting of the CLA. Balloting shall be conducted by mail as provided for in Article VII, Section 1, of the By-Laws.

Section 6. *Term of Office.* All officers and members of committees shall hold office for one official year, or until their successors are elected or appointed.

Section 7. *State Nominators.* Each district shall be represented on the State Nominating Committee by one member appointed by the district president prior to the first Executive Board meeting.

Section 8. *Finances.*

(a) Each incoming district president shall submit a district budget request to the Executive Board before the beginning of the official year.

(b) The Executive Board shall review the district budget requests and appropriate funds for district expenditures.

(c) Unexpended district funds shall be returned to the general fund at the end of the fiscal year.

Section 9. *Meetings.*

(a) Annual. Each district shall hold an annual meeting at the place designated by the district president.

(b) Special. Special district meetings may be held upon call of the district president.

(c) *Quorum.* Twenty percent of the membership of any district shall constitute a quorum.

Section 10. *Reports.* An annual report of the meetings and work of the district shall be submitted in writing to the association president and to the Executive Secretary by each district president before the annual meeting of the CLA.

ARTICLE V — SECTIONS

Section 1. *Organization.* Members of the association who are engaged in similar work or have special interests in common may organize into sections, as indicated in Article IV, Section 2, of the Constitution, upon complying with the following procedure.

Section 2. *Petition.* A petition for establishment of a section, signed by not less than 25 members of the CLA who signify their intention to become charter members of the section, shall be submitted to the Executive Board of the CLA for decision.

Section 3. *Membership.* Any CLA member engaged in the work or interested in the purpose of a section may be accepted for membership in the section upon conforming to its rules.

Section 4. *Finances.*

(a) Each section shall submit a section budget request to the Executive Board before the beginning of the official year.

(b) The Executive Board shall review the sections' budget requests and appropriate funds for section expenditures.

(c) Unexpended section funds shall be returned to the CLA general fund at the end of the fiscal year.

Section 5. *Activities.* Sections may prescribe qualifications for memberships and in general carry on activities along the lines of their interests.

Section 6. *Meetings.* Each section shall hold its annual meeting at the time of and in connection with the annual CLA meeting. Other meetings shall be held upon call of the section president.

Section 7. *Officers.* The section officers shall consist of a section president, a vice-president who shall serve as president-elect, and a secretary-treasurer. They shall be elected by the members of the section in accordance with the provisions in Article V, Section 8, of these By-Laws.

Section 8. *Nominations and Elections.*

(a) Section Nominating Committee. The Section's President shall appoint a nominating committee of not less than three to prepare the Section's official ballot.

(b) The section ballot shall contain the names of two or more candidates for vice-president who shall serve as president-elect, and secretary-treasurer.

(c) The committee shall obtain the written consent of each candidate before placing his name on the ballot. A member may be a candidate for one section office only.

Section 9. *Section Ballot.* Report of the nominating committee shall be made to the section president who in turn shall file this ballot with the Executive Secretary at least ninety (90) days prior to the annual meeting of the CLA. Balloting shall be conducted by mail, as provided for in Article VII, Section 1, of these By-Laws.

Section 10. *State Nominators.* Each section shall be represented on the state nominating committee by one member appointed by the section president prior to the first Executive Board meeting of the year.

Section 11. *By-Laws.* In addition to the foregoing provisions, each section may adopt suitable By-Laws which shall be subject to the approval of the Executive Board.

Section 12. *Reports.* An annual report of the meetings and work of the section shall be submitted in writing to the association president and to the Executive Secretary by each section president before the annual meeting of the CLA.

Section 13. *Dissolution.* A section may dissolve by presenting to the CLA Executive Board a resolution to that effect, approved by a vote of two-thirds of the section members. Dissolution becomes effective upon the approval of the Executive Board. A section which has been inactive for two years may be dissolved by the Executive Board. Any section funds shall revert to the association.

ARTICLE VI — NOMINATIONS OF STATE OFFICERS

Section 1. *State Nominating Committee.* The nominating committee shall be a standing committee composed of one district representative designated by each district president at the first Executive Board meeting of each year, and one section representative designated by each section president at the first Executive Board meeting of each year.

Section 2. The chairmanship shall rotate in alphabetical order among the districts and sections, alternating each year between the districts and sections. Committee work may be carried on by mail.

Section 3. *Candidates.* The committee shall name two or more persons for:

- (a) Vice-president (president-elect)
- (b) Second vice-president
- (c) Treasurer (in the last year of the treasurer's term)
- (d) ALA Council Member or Members.

A member's consent must be obtained in writing before his name may be placed on the ballot by the nominating committee. A member may be a candidate for one office only.

Section 4. *Report.* The report of the nominating committee shall be filed with the Executive Secretary not later than 120 days before the annual meeting. It shall then be published in that issue of the official periodical of the association which immediately precedes the annual meeting.

Section 5. *Nominations by Petition of Members.* Additional nominations may be placed on the ballot by the petition of 25 members of the association, accompanied by the written consent of the nominee(s), to be presented to the Executive Secretary at least forty-five (45) days before the election.

ARTICLE VII — ELECTIONS

Section 1. *Voting.* The official ballots shall contain the names of nominees for state, district, and section officers and shall be mailed by the Executive Secretary to each member of the CLA at least thirty (30) days prior to the annual meeting. All voting shall be conducted by mail.

Section 2. *Election Committee.* The president shall appoint an election committee which shall count and tabulate the votes cast and announce the results at the association's annual meeting.

ARTICLE VIII — DUTIES OF OFFICERS

Section 1. *President.* In addition to his regular duties and those mentioned in Article V, Sec. 2, and VI, Sec. 1, of the Constitution, the president shall make an annual report at the annual meeting on the condition and affairs of the association.

Section 2. *Vice-President (president-elect).* In addition to his regular duties, the vice-president shall coordinate committee work under the direction of the president and the Executive Board.

Section 3. *Second Vice-President.* In addition to his regular duties, the second vice-president shall act as chairman of the membership committee, and as ex-officio chairman of the resolutions committee.

Section 4. *Treasurer.* The treasurer shall through the Executive Secretary keep record of and disburse the funds of the association. He shall make a financial statement annually, and at such other times as the association, the Executive Board, or the finance committee may require. He shall be chairman of the finance committee.

Section 5. *Executive Secretary.* The Executive Secretary shall perform the following duties:

(a) Maintain and supervise the headquarters office, in which are to be kept the official records and accounts of the association;

(b) Manage the business affairs of the association in accordance with the policies of the Executive Board;

(c) Assist the officers, committees, districts and sections of the association by providing such clerical service as is authorized by the Executive Board;

(d) Represent the association to the extent authorized by the Executive Board.

Section 6. *Parliamentarian.* The Parliamentarian shall advise the president and Executive Board on constitutional, parliamentary, and organizational problems. "Sturgis Standard Code of Parliamentary Procedure" shall be the official parliamentary authority.

Section 7. *Editor.* The editor shall have charge of the publication of the official periodical of the association.

ARTICLE IX — APPOINTMENT OF COMMITTEES

Section 1. *Appointment of Committees.* Each year the president shall appoint, unless otherwise provided in these By-Laws, and subject to the approval of the Executive Board, the chairman and one-third of the members to all standing committees.

Section 2. *Number of Committee Members.* There shall be not less than six (6) members on each standing committee.

ARTICLE X — DUTIES OF STANDING COMMITTEES

Section 1. *Documents.* The documents committee shall be concerned with the effective distribution and use of all documents.

Section 2. *Finance.* The president shall appoint a finance committee consisting of at least three members, including the treasurer. The finance committee shall arrange to have an annual audit of all accounts of the association by a certified public accountant. The committee shall assemble and present at the first Executive Board meeting of each year all budget requests submitted by committees, districts and sections, along with a statement of anticipated revenues.

Section 3. *Legislative.* The legislative committee shall study and disseminate appropriate information regarding pertinent legal and legislative matters occurring at all governmental levels. The committee shall constantly study and, when warranted, make recommendations for the improvement of state library laws.

Section 4. *Library Development and Standards.* The Committee shall be composed of librarians from various types of libraries, including the State Library. The committee shall study and plan for the development of library service and shall recommend standards for the improvement of administration, personnel, salaries, book collections, buildings, and other elements of library service.

Section 5. *Membership.* The second vice-president shall be the chairman of the membership committee which shall consist of the district vice-presidents. The membership representatives of the ALA shall be ex-officio members.

Section 6. *Nominating.* Duties of the nominating committee are stated in the By-Laws, Article VI.

Section 7. *Publications.* The committee on publications shall approve the content and format of all publications authorized by the Executive Board, except the official periodical. In addition, the committee may initiate publications of the CLA with the approval of the Executive Board. Members of the committee shall serve for three years. The Executive Secretary and Editor shall be non-voting members of the committee.

Section 8. *Resolutions.* The resolutions committee, consisting of the second vice-president as chairman ex-officio and two other members appointed by the president, shall prepare and report to the Association at its annual meeting appropriate resolutions. All resolutions except those pertaining to obituaries and appreciation shall be referred to the Executive Board.

ARTICLE XI—REPORTS OF THE COMMITTEES

Section 1. *Annual.* It shall be the duty of all standing and special committee chairmen to submit reports in writing to the president and the Executive Secretary thirty (30) days before the annual meeting. A copy shall also be placed in the committee's file by the chairman for the benefit of succeeding committee chairmen.

ARTICLE XII—MANUAL OF PROCEDURE

Section 1. *Purpose.* In addition to these By-Laws, a manual of procedure is hereby authorized to expedite the work of the CLA and to assist in the orientation of state, district, and section officers and committee chairmen and members.

Section 2. *Content.* The manual of procedure shall contain material relative to procedural matters and shall amplify and implement the provisions of this Constitution and By-Laws.

Section 3. *Preparation and Revision.* The manual of procedure shall be prepared and continuously revised under the direction of the President, with all provisions subject to the approval of the Executive Board. No provision shall be inconsistent with or in conflict with this Constitution and By-Laws.

Section 4. *Distribution.* The President shall distribute the manual of procedure each year to all new officers of CLA, districts and sections, and to all committee chairmen.

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Influence of Geography and Other Forces On Literature of the Southwest

BY J. E. REYNOLDS

THE 7TH ANNUAL Southwest Conference, held at Occidental College on March 23rd and 24th, contributed much to a better understanding of the forces influencing the literature of the Southwest. With such distinguished speakers and panelists as J. Frank Dobie, Frank Waters, Ross Calvin, Franklin Waters, Kenneth Kurtz and Jonreed Lauritzen, the sessions of the Conference pertaining to the regional character of Southwest literature brought forth many clarifying, as well as thought-provoking, ideas.

Geographically speaking, definition of the Southwest has always been elusive. The Southwest does not end where the desert stops, nor does any one ethnological group dominate what we call the Southwest. The Southwest is made up of arid lands and fertile valleys, mountainous terrain and desert wastes. J. Frank Dobie dispelled any symptoms of myopic regionalism by making it clear that the climatic and geographic characteristics of the American Southwest are in no way unique to North America. Its distractions and attractions can be found in many places throughout the world. This point was beautifully illustrated by Mr. Dobie's reading from Charles M. Doughty's *Travels in Arabia Deserta*.

Frank Waters, author of *The Man Who Killed the Deer*, *Masked Gods*, and other books, stressed the point that there are three ethnological groups that characterize the Southwest. These three groups are: the Indian culture, unique in that the Indians are still living on their original terrain, preserving most of their own customs and language; the Spanish culture, maintaining strong traditions; and the Anglo people, the newcomers, historically speaking. Each culture has borrowed and adapted from the others, but each has also resisted the influence of the others. Each group has maintained strong pride in and

loyalty to its own heritage, although the gradual interchange of ideas and customs has tended to break down many barriers.

The panelists agreed that one of the main effects of the proximity of the three cultures has been the creation of tensions. These tensions and the efforts to overcome them have been the stock in trade of the writer. Out of the conflicts created have come the stereotyped characters used in western fiction: the Hopalong Cassidy cowboy, the pulp story badman, the romantic senorita, and the "wild" Indian. Fortunately, the trend of late has been to approach the Southwest and its people, both in fiction and non-fiction, in a more realistic manner.

From their personal experiences of living in the Southwest, the panelists at the Conference developed their observations on the influence of climate and terrain upon the patterns of living, and how this in turn reflects upon the writer. Jonreed Lauritzen, who spent over 40 years in the country immediately north of the Grand Canyon, discarded sentimentality by saying, "You must hate an area as well as love it to understand it." Mr. Lauritzen's canyon country, about which he writes in *Arrows into the Sun* and other novels, is characterized by indescribable beauty, haunting loneliness and powerful natural forces. The writer is attracted by the one feature and repelled by the other two, thus creating conflict within himself and his characters.

J. Frank Dobie agreed that geography is undoubtedly the most potent factor in human determinants, but his statement "Because you live in a place is no reason to believe that you are prepared to be a spokesman for it" pointed out the phenomenon of the stranger to a land sometimes being much more sensitive to its influences than the native. Mr. Dobie cited New

(Influence of Geography . . . Page 61)

Of "Memory and Muchness"

BY FRANCES CLARKE SAYERS

THE TEXT, ladies and gentlemen, is from *Alice in Wonderland*. The scene is the Mad Hatter's tea party. There has been some discussion about drawing water from a water well, and drawing treacle from a treacle well, and then with the characteristic lightning play with words which so enchanted Lewis Carroll, the sense of "drawing" suddenly changes, and out of the half-sense of slumber the Dormouse says "They were learning to draw, and they drew all manner of things—Everything that begins with M . . . such as mouse-traps, and the moon, and memory and Muchness. Did you ever see such a thing as a drawing of a Muchness?"

Taking my text from nonsense, I have come to talk as sensibly as I can about Memory and Muchness. Now speaking of memory has its hazards, and I can see by the look on your faces that many of you are thinking "Good heavens! Is the woman going to reminisce?" Well, you shall see.

I remember, during the war, I was traveling on a crowded Pullman. A very drunken soldier, all embarrassing exuberance and charm, had been safely stowed away in an upper berth by a porter whose patience, ingenuity and tenderness had held the attention of the whole car. At last there was quiet, and the porter went about his business of making up the remaining beds, when suddenly the soldier shot up over the bars of his berth and shouted "I feel like reminiscing," and then sank back into silence.

Like the soldier, I feel like reminiscing, but I shall try to do so within the frame of reference assigned to me. Is there not a theme to this conference, something about "librarianship and the good life"? I, as an old hand, have been asked to examine librarianship in relation to the good life for children.

ED. NOTE: This charming and stimulating talk presented by the noted children's librarian Frances Clarke Sayers at the Fourth General Session of CLA Conference was one of the highlights of the week-long meeting. Her ability to find and present a whole philosophy of life through children's literature has long characterized Mrs. Sayers' addresses.

I'm not going to talk about that, for it is perfectly obvious that the good life, at least inwardly lived, is assured to the child who loves reading, no matter how poor, or haunted or tragically warped by fate his outward circumstance may be. Nor am I going to reminisce about the rip-roaring profession of children's librarianship, since it is also perfectly obvious that next to fairy godmothers, who go about bestowing gifts of beauty and wealth and sweet dispositions upon the young, children's librarians have the happiest assignment: to bestow upon the young, while they are still aware of the wonder of life, one of the greatest of gifts: the gift of a love of reading.

I want to reminisce about the books themselves, and bespeak a lasting interest in the literature of childhood, an interest that will extend beyond the confines of the departmentalized categories in which we are increasingly organizing ourselves to serve a world of diminishing reader returns. Perhaps if we saw the love of reading as a great stream within the boundaries of life itself, we might more effectively increase the depth and breadth of its running.

A love of reading encompasses the whole of life: information, knowledge, insight and understanding, pleasure, the power to think, to select, to act, to create—all of these are inherent in a love of reading. It begins with *Mother Goose*, and *Little Black Sambo*, the *Tale of Peter Rabbit*, *Little Toot*, *Play With Me* and *Millions of Cats*. These titles are among the headwaters that feed the great flood which becomes Shakespeare and Dante, Homer, Satre and Toynbee, Huxley, Cather and the rest.

I ask for recognition for these beginnings, and for recognition of the literature of childhood on the part of librarians other than children's librarians. There is a certain condescension towards children's books and children's librarians in the profession. No children's librarian has ever been president of the A.L.A. within my memory, though they have won seats on

the Council. Everyone recognizes the value of the concept of library service to children; and of course it is one of the most appealing areas of exploitation in the realms of publicity and public relations. Every administrator wants a good children's librarian to establish manifold relationships within his community and serve the children. But as for the books the poor female has to read! No one outside the field takes them very seriously, although the most distinguished authors and artists have had a hand in their creation.

As for children's librarians themselves, they are often attractive, young and pleasant. But as for intellect and the serious business of librarianship, there is sometimes a lifting of the eyebrow on the part of the serious among us, and a shrugging dismissal of the clan as a whole. I have read too many dossiers in Library Schools not to know whereof I speak. "Not strong in background or scholarship. She might make a good children's librarian."

Once a year, at Christmas time, when one's intellectual powers are somewhat relaxed, the Children's Librarian may be asked to tell a story at staff meeting, or to review a few of the recent children's books. But are her opinions of adult books ever asked or considered? Is she a member of the staff in matters concerning policy and administrative practices? Or is she just the children's librarian, set apart from the rest, either upstairs or down in the basement, tardily informed of the decisions of the policy making committees?

The great pity is that too often the children's librarian is well content to inhabit a world of her own where she moves with a minimum of interference; a kind of cherished Queen Bee, warm and comfortable within a circle of admiring public who look up to her as a kind of fairy godmother. Such a children's librarian does herself, her profession and the children she serves great injustice. One of her chief functions is to stand as interpreter between the world of childhood and the life of the adult. How can she accomplish this when she isolates herself from the adult world, when she knows little of world literature and the changing con-

cepts of man's relation to others and to the universe which that literature constantly explores and interprets?

If she is left outside the realm of the intellectual and administrative concern of the library staff with which she works, she had better look to her own attitudes, asking herself, "Have I read any good books lately? Have I spoken out my mind about politics, and the theater, the movies and music, or whatever other interest absorbs me, or have I restricted my conversation at the coffee break to the cute sayings of children?" I am reminded of Virginia Chase's complaint (she being the notable chief of work with children in the Pittsburgh Public Library) that too many children's librarians talked only about children. It is an occupational disease to be guarded against. Teachers suffer from it also. We all have friends who speak to us, and by their tone of voice, we know which grade they teach.

But the books for children. That is a different matter. Few people outside of the profession know their infinite variety, the scope of their interests, and the heights of their inspiration. And yet, the books read in childhood have lasting effect. Pick up books and magazines at random, and see what frequent reference is made to the literature of childhood. Recently I read in the New Yorker a story by that skillful writer, Nancy Hale, in which she described an event in terms of the weasel's party in Toad Hall, and unless one knew *Wind in the Willows*, the quality of that event would be lost. I have been much engaged in reading the two published volumes of the autobiography of David Garnett, the author of *Lady Into Fox* and *Aspects of Love*. The books are a glowing account of the whole Bloomsbury group—Virginia Woolf, D. H. Lawrence, Huxley, Maynard Keynes—a time of gods and demi-gods in English letters. "Bunny" Garnett writes of it all with charm and perception. Bunny is the nickname he got as a child of four because of his devotion to Randolph Caldecott's illustrations for the old rhyme of *By Baby Bunting*. Because of Caldecott's drawings of farm life, the small boy attempted to hire himself out as a "Farmer's Boy." Not to know Caldecott was to have missed the full

flavor of a chapter, and the intensity of the child's response to excellent drawings.

Reading Randall Jarrell's *Poetry and the Age*, one comes upon two brilliant articles on the poetry of Marianne Moore. And to whom does this foremost critic of the day compare Miss Moore? To Beatrix Potter, the author of *The Tale of Peter Rabbit* and many others. "Miss Moore's poetry," says Mr. Jarrell "is as beguiling and as full of propriety as Beatrix Potter." It is a superb comparison. But if you do not know Beatrix Potter, the point is lost.

Beatrix Potter towers again as a primal force in the life of C. S. Lewis, in his autobiography of the spirit *Surprised by Joy*. He is, as you know, the author of *The Screwtape Letters*, holding the chair of Medieval and Renaissance English Literature at Cambridge. In giving an account of his first awareness of the sorrow and beauty of longing for the unattainable, the "enormous bliss" that Milton describes in his Eden; the first stirring of "Sehnsucht," he remembers the exact moment of awakening. And what was the awakener? Beatrix Potter's *Squirrel Nutkin*.

"I loved all the Beatrix Potter Books. But the rest of them were merely entertaining. Squirrel Nutkin administered the shock, it was a trouble. It troubled me with what I can only describe as the Idea of Autumn. It sounds fantastic to say that one can be enamoured of a season, but that is something like what happened; and, as before, the experience was one of intense desire. And one went back to the book not to gratify the desire (that was impossible—how was one to possess Autumn?) but to reawake it. And in this experience there was surprise and the sense of incalculable importance. It was something quite different from ordinary life and even from ordinary pleasure; something, as they would say now 'in another dimension.'"

Reading Ben Hecht's flamboyant autobiography of Hollywood and Broadway, *Child of the Century*, one finds him referring to the stories of H. C. Andersen, especially to the *Steadfast Tin Soldier* by means of which to describe the tragedy of John Gilbert's career. "Pooh" is beginning to appear in novels and essays, and *Alice in Wonderland* is so annotated, studied, diagnosed and psychoanalyzed that some people claim it isn't a child's book at all. Which is exactly the point. Style, originality, intensity of feeling, and

the great mystery of literature—these exist in unique forms in books for children. They are the heritage of the English speaking people and not to be separated by compartments marked "books for children."

The books which present-day children are acclaiming; *Mary Poppins*, *The Borrowers*, and *The Little Prince*; these will become symbols of intensity of feeling within a generation. Will you know them? Will you care? As book men and book women you must both know and care; know enough to recognize distinction and to seek it out wherever it appears, in books for children or for the teen age group as well as in books for adults; and to care enough to stretch the influence of quality to the limits of your mind, your imagination, and your administrative power. There's an end "Of Memory." Now will you consider with me "Muchness"?

"Did you ever see such a thing as a drawing of Muchness?" asked the Dormouse. I could answer that question. Dormouse, my good fellow, in the world in which I live, Muchness has been overdrawn; blown up to such an extent that it threatens to overwhelm us! It prevails by sheer force of numbers, with the result that, as Jacques Barzun says "whatever is alarmingly different or superior is leveled off like the froth on a glass of beer." We must all do what Muchness does.

I ask you to consider Muchness in the field of children's books and publishing. About ten years ago one publisher embarked upon a program of publishing a series of books for children nine, ten and eleven years old, treating the backgrounds of American history. The writing was good, since good writers were hired to write the books. The makeup simple and outstanding. It was a good idea, and several of the titles make excellent reading.

But Muchness took over. The idea was milked to the utmost. Hundreds of titles now appear in the series; a book club has been organized to extend the distribution, recordings of the books have been made and now they are to be televised. Gigantic, stifling promotion.

Other publishers naturally followed

suit, and we have been deluged with historic backgrounds, by the carload, and "series" have sprung up like wildfire. We have "really true" books and "first and last" books on every subject imaginable. History is fast being thoroughly disinfected and served up in simple declarative sentences; the most obscure men and women rescued from oblivion as subjects for biographies for the young.

I am told, that at a Library Association in the East, a speaker arose and made the statement that children no longer cared for stories but wanted only non-fiction. If this were so (but the sales records of one distinguished publishing house disprove it), it would not be a true appraisal of children's reading interests, but a made market, created by Muchness. We are, as librarians, expected to accept these results of a forced and artificially extended sales device, and govern ourselves accordingly.

Walt Disney is another big book promoter, not to be mentioned in the same breath with The Landmark Series, for Mr. Disney is quite without conscience as to how he waters down, distorts and vulgarizes such books of high originality and depths of feeling as *Pinocchio*, *Wind in the Willows*, *Peter Pan*, and what C. S. Lewis calls "the spell of the dwarfs. The bright-hooded, snowy bearded dwarfs we had in those days" he says "before Walt Disney vulgarized the earthmen." Walt Disney's *Pinocchio* makes one alternate between anguish and nausea. And yet for millions of children, the Disney flat is *Pinocchio*. And we are not disturbed. Muchness acclaim Mr. Disney. It is a matter which should disturb us greatly, this debasement of the taste of the young.

I dream of a time when libraries and reading men and women will fight Muchness and the mass brain washing to which we are subjected in our time. I hope to walk into a children's room one day where good editions of *Pinocchio* are on exhibition beneath a sign which asks, "Have you really read *Pinocchio*, or only Disney's version." And I dream of finding a sign in the adult department of a public library which says "What is your reading plateau? The sixty-four thousand dollar question, or only The Reader's Digest?" And instead of bulletin boards full of

book jackets and lists of the best sellers, I dream of finding little news bulletins, flags of hope, saying: *Precious Bane* was borrowed yesterday by Mrs. Reginald Street. The first volume of *The Decline and Fall of Rome* was withdrawn by Peter Jackson.

Could we but have the courage to fight Muchness with parody and wit and imagination, and above all with faith in the ultimate worth of reading. Jacques Barzun accuses us of being ourselves divided in faith.

"Instead of acting like vested interests in the business of the mind, they (schools, colleges, libraries) vie with one another in apologizing for the intellect. They try to show that, whatever others may be up to, they at any rate have as little truck as possible with brains. 'Pay no attention' they seem to say, 'it's a mere optical illusion that the library contains books. And these people reading here aren't really bookworms. They are just killing time until the movies open. In fact, if you come back next week, you can see a movie right here.'"

This is a quotation from his article *The Educated Man*. He says further in that article—and this is the source of hope and the rallying point of our battle—"There persists a thirst for spiritual refreshment that cannot be satisfied by the glut of hard facts. There remains one crucial need; imaginative experience." There is the key to our special and unique function. Could we but hold to it and push it out upon the people we serve.

As I read David Reisman's *The Lonely Crowd*, I was proud to come upon a tribute to the children's rooms in public libraries. It was brief, in a footnote, and in fine print, to be sure, but it described the place as a bastion against Muchness and the pressures of conformity for the "inner directed" child. When the history of this century is written, I hope libraries will have at least a chapter of the work, and will be described not only as places of sanctuary for individuality, singularity, and the right of man to make up his own mind, but also as the abode of men and women who fought against the degradation of the human spirit by the forces of Muchness. "Here books were read." That may one day be the greatest tribute of all. So much for Memory and Muchness.

"NO MAN IS AN ISLAND"

A Report of an Institute

BY MARTHA BOAZ

PERSONNEL PROBLEMS exist in any library which employs as many as two people. This fact was reiterated many times at the Institute on Library Personnel Administration which was recently held under the auspices of the School of Library Science at the University of Southern California, October 8-10, 1956. Mrs. Kathleen Stebbins, Personnel Director of the Detroit Public Library, served as coordinator and consultant at the three day meeting. She opened the first session with a paper on "Development of Library Personnel" in which she discussed recruitment, utilization, motivation, and attitude changing of library employees. After outlining specific recommendations under each of these headings, Mrs. Stebbins concluded with a quotation from Herbert H. Lehman in Edward R. Murrow's *This I Believe*, 1956:

Life is not a one-way street. What I do, what I say, even what I think, inevitably has a direct effect on my relationships with others. I am certain that in the degree that my attitude towards others has given convincing proof of loyalty, sincerity, honesty, courtesy and fairness, I have encouraged in others the same attitude toward me. Respect begets respect, suspicion begets suspicion, hate begets hate. It has been well said that the only way to have a friend is to be one.

Roberta Bowler, Assistant City Librarian of the Los Angeles Public Library, acted as chairman of the second session dealing with "Training Library Personnel." Under this topic, Robert S. Dowey, Training Officer, Department of Public Works, Los Angeles, and Herbert E. Jerrells, Personnel Officer, Los Angeles Public

Library, discussed orientation of new employees, rotation of jobs, special assignments for staff members, and the duties and responsibilities involved in supervisory positions.

"Communication with Library Personnel" was the subject covered in the third meeting. C. Mansel Keen, Deputy Regional Director, 12th U. S. Civil Service Region, Los Angeles, discussed counselling of employees and the use of service ratings for the evaluation and improvement of service. Mrs. Stebbins explained the use of printed materials and staff meetings as aids in achieving better communication and understanding among employees.

With Edwin Castagna, as chairman, "Library Public Relations" was discussed by Edwin T. Coman, Jr., Librarian of the University of California at Riverside and by John D. Gerletti, Associate Professor, School of Public Administration, University of Southern California. They concentrated on the library's public relations program inside the library, their talks centering on staff attitudes, and the training and behavior of library personnel.

Mr. Coman summarized his theories on Library Public Relations by saying:

1. Library public relations are undergirded by good personnel administration.
2. Library public relations are the job of every member of the staff.
3. In order for library public relations to be successful they must be practiced three hundred and sixty-five days a year and year in and year out.

Each of the meetings was followed by a discussion period and culminated, on the last day, in a library problem clinic. Here the personnel problems of the average library were brought out in group meetings which were led by discussion leaders from representative libraries.

ED. NOTE: Dr. Martha Boaz, Director of the School of Library Science at USC was responsible for the organization of the intensive three day Personnel institute held in October. Through such activities and her personal interest in librarians and their problems, Dr. Boaz has become one of the state's most prominent librarians.

IF YOU BELIEVE IN FREEDOM

BY DONALD D. DOYLE

In the 1955 session of the California Legislature one of the bills of great interest to librarians was Senate Bill No. 1671. Donald D. Doyle, chairman of the Assembly Education Committee, relates the legislative history of this bill in the talk, printed below, that he gave at the Intellectual Freedom Committee's meeting at the San Jose Conference, October 27, 1955. S.B. 1671 provided, first, that every school board in the State should adopt regulations prescribing a procedure for the selection and review of all materials contained in school libraries, and, second, that these regulations should prohibit the selection or retention of "books or other materials which teach, advocate, sponsor, or otherwise tend to propagate ideas or principles contrary to or at variance with the duties of teachers by the provisions of Section 13230 of this (the State Education) code."

Section 13230 of the Education Code reads as follows: "Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism, to teach them to avoid idleness, profanity, and falsehood, to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship."

In a letter to her supporters dated March 14, 1956, and headed: "I Need Your Help. Books in Schools: Subversion! — Filth! — Trash! — Treason!" Mrs. Anne Smart of Marin County, who had waged an unsuccessful attempt to censor the contents of Marin County school libraries, made it clear that S.B. 1671 is not a dead issue, but that it will be introduced again this year into the Legislature. "No thinking person should oppose this kind of legislation," wrote Mrs. Smart. "Yet the subversives did! Why? Because they HAVE to have these books in our schools to break down morality in order to indoctrinate."

By the time you read this, a bill similar to S.B. 1671 will probably have been introduced into the legislature. Chairman Doyle's talk should indicate what you should do if you believe that Mrs. Smart's ideas would endanger the freedom necessary to any publicly supported library to provide materials on all sides of controversial questions.

FREDERIC J. MOSHER

Chairman, Intellectual Freedom Committee

FIRST OF ALL, I should like to thank you for the opportunity to visit with you this afternoon and give you some ideas about the legislature, the Education Committee, and the various pieces of legislation that come before us every general legislative year.

I think that legislation generally is something that you should become very much interested in, particularly when you are going to have a part in that piece of legislation. The bills are introduced, of course, at the beginning of the session, and it sometimes is several weeks before a bill is heard before a committee. Even after you have asked that the bill be heard, it may take three or four weeks to get the bill on the agenda, depending on how interested or how busy a particular chairman may be in that piece of legislation.

Now, one of the main bills, in my opinion, that came before our committee during the late session had two hearings, the only bill out of five hundred and sixty-seven that actually had two hearings, and the hearings lasted for two hours each

evening. That was the Book Bill, or the Censorship Bill as you know it here. I don't know exactly all of the people behind the bill, but I feel that those people that were sincerely behind this bill and believed it was a good bill certainly had a right to their thinking and to believing the way that they did.

I do think that the approach was bad on what the bill was going to do. In other words, a gentleman walked into my office and showed me a book with some pictures in it that were objectionable to me personally, that would have been objectionable perhaps to my ten-year-old boy in the fifth grade, and he said, "Now this is what we're trying to do with this piece of legislation." I hadn't heard from any of the other groups that were behind the bill and knew what it would do if properly interpreted, and I said, "Well, I don't believe, if that's all your bill is going to do, that it has anything to do with the legislature. If you want that particular book removed—if it is in libraries, or if it's being given to fourth and fifth graders—if

you don't want them to have the book, why don't you go to the School Board? Don't come to the State Legislature and ask us to enact legislation that has a much broader scope than just taking out one or two books from a library in a Northern California county!" (That was the only area I was familiar with at the time where there supposedly had been some trouble.) But, when this advocate continued "Oh, no, that won't do, we want this on a state level to cover more than just these books," I became frankly suspicious of the bill. I tried to help in my own way as chairman of the Committee to convince those people that the bill should not be pushed through at this time, or attempted at this time. "We might have a hearing on it, if you wish; we might have some interim studies to determine whether or not you have a point or should be heard on this issue." But they weren't satisfied with that answer, and they had to go ahead. So the bill was presented in the Senate and passed through the Senate and came over to the Assembly Education Committee.

You hadn't heard too much about it until it arrived in the Assembly. And of course the proponents of the bill would have you believe that no man or woman on the Assembly Education Committee was a good father, a good mother, a good Christian, or a good American if he voted against, or offered any type of amendment to that particular censorship bill. In other words, we were the ones on trial! In order to defend our position, naturally members of that committee spoke out. The only way that we could show the opposition that we meant business was to defeat the bill. And of course it had some publicity, in the newspapers, and I think I was referred to in several articles as not being the man that I should be, not being the type of American that I should be, and not being the type of father that I should be. Of course, being of Irish descent, I get a little annoyed after these things go on and on and sometimes want to fight back. In this particular instance, I felt that I had made myself clear and was willing to drop the matter.

However, some few days later the bill arrived on the calendar in the Assembly. Again a young man had been convinced

that this bill had to go through at this session of the legislature, and that we in the Assembly were going to have to take it whether we liked it or not—and we were told that twenty-three members of the Education Committee didn't give the bill a fair hearing. My position was this: if you're going to have a committee system in the State Legislature, let's have it, and let's abide by the committee report; and if you're going to have a committee process, I would like to see it carried out on that basis. I think that the young man that took the bill up was sorry later that he ever did, but I know that he had some tremendous pressures on him to have the bill thrown out onto the floor in an open floor fight.

Some of our friends voted for withdrawal of that bill from committee without knowing what the bill was going to do. You vote for withdrawal; then you vote, and if you lose, you may vote for reconsideration. The pressures were great. The wires were coming, the 'phones were ringing, and some of the boys were jumping up and down. They were a bit excited; they were just a little frightened. Some even left the floor because they didn't have nerve enough to stand up and either vote for the bill or against the bill, or vote for withdrawal of the bill, or vote to leave it where it rightly should have been . . . in the Committee where it was voted down twice!

The bill did come out of committee, onto the floor, and up for a vote. After it was defeated, it was put on the calendar for reconsideration, taken off and put on again, and finally died at the last day of the session without any further consideration.

Now, ladies and gentlemen, that was one incident in the legislature this year, that you were interested in, and one of the many times that I stood up and took a position on an issue. I found that the groups, individuals, and organizations that were for this particular bill were the same groups that opposed a fair-employment-practices bill, which I co-authored and supported; they were the same groups that opposed legislation for mental health clinics in California; they were the same (If You Believe in Freedom . . . Page 59)

CLA PUBLICATION PROCEDURE

BY CARL R. COX

FOR A NUMBER OF years the California Library Association has had a Publications Committee designed to take charge of any publication authorized by the Executive Board. The obligation of the committee originally extended to the *California Librarian* and the editor of this publication was chairman of the Publications Committee. As CLA membership and activities expanded over the years, the *California Librarian* began to take up more and more of the time of both the editor and the committee and it was felt that the committee could not properly coordinate CLA publications as a whole. Consequently, in 1953, an investigation of the proper function of the committee was undertaken and recommendations were made to the Committee on Constitutional Revision. These recommendations were incorporated in 1954 into the by-laws of the new CLA Constitution as Article X, Section 7—"The committee on publications shall approve the content and format of all publications authorized by the Executive Board, except the official periodical. In addition, the committee may initiate publications of the CLA with the approval of the Executive Board. Members of the committee shall serve for three years. The Executive Secretary and Editor shall be non-voting members of the committee."

When the new committee was formed in 1955, its first problem was to define the scope of the committee's operations and to set operational procedures. While the directive to "approve the content and format of all publications" is wondrously permissive, it is not precise as to what is considered a publication, who does the actual editing of manuscripts, and other such basic problems. The committee therefore spent a great deal of time studying these problems and submitted their proposals to the Executive Board at the

ED. NOTE: Working behind the scenes, Carl Cox, head of the State Library's Technical Services Bureau is CLA's stalwart Chairman of CLA's Publication Committee's activities. CLA's publication schedule is potentially prolific and Mr. Cox and his committee are making every effort to assure quality and appropriateness.

San Francisco meeting in May, 1956. These proposals were approved by the Executive Board and now form the working procedure of the committee.

According to the thus established procedure, all material issued by CLA for distribution to more than 50 persons and which bears the name of CLA or any of its districts, sections or committees is considered to be a publication of the CLA and must therefore be approved by the Publications Committee prior to publication. Publications may originate from the Executive Board, from any of the districts, sections or committees of CLA, and from individual authors. Official notices, correspondence, lists of members, and the like are not considered to be publications although they may be distributed to more than 50 people. The *California Librarian*, Library Week material, publicity releases and newsletters already being issued are not to be submitted to the Publications Committee for approval. The first issue of a proposed new newsletter, however, needs to be approved by the Publications Committee.

Each publication goes through five steps before issuance: 1) acceptance for publication and fund allotment; 2) approval by the Publications Committee; 3) printing; 4) pricing; 5) publicity and sales. The procedure for each of these steps has been set by the Executive Board.

Proposals for publication normally is made by the submission of a request for funds in the annual budget by a district, section or committee of CLA. Proposals for publications from individuals should normally be submitted by the district, section, or committee having cognizance of the matter, but an individual may submit a proposal directly to the Executive Board or to the Publications Committee; the Executive Board will refer it to the appropriate committee, or to the Publications Committee. Approval by the Executive Board of the request for funds for the specified publication constitutes ap-

(Publication Procedure . . . Page 62)

Resolution

*Proposed by the CLA Legislative and Library Development and
Standards Committees at their joint meeting on
October 31, 1956*

*Adopted by unanimous vote at the Fourth General Session of the
CLA San Diego Conference on
November 2, 1956*

- WHEREAS the California Library Association in conference at Pasadena in 1952 and again at Long Beach in 1954 adopted resolutions expressing the great need for a state-wide survey of public library service in California, and
- WHEREAS legislation proposed and supported by the California Library Association to accomplish this purpose through a survey by the State Library has twice failed of passage in the State Legislature, and
- WHEREAS the Assembly Education Committee's Subcommittee to Study Library Problems has stressed in two reports the need for detailed further study, and
- WHEREAS the Subcommittee has provided an opportunity for the presentation of desirable library legislation at a public hearing scheduled for November 29 and 30 at Sacramento, therefore be it
- RESOLVED that the California Library Association in convention assembled at San Diego on November 2, 1956, reiterate its position that the public interest of all the people of California will be served by a comprehensive inquiry into the present condition of library service in this state, and be it further
- RESOLVED that the California Library Association in convention assembled at San Diego on November 2, 1956, recommend to the Assembly Education Committee's Subcommittee to Study Library Problems that the Subcommittee request the Governor of California to appoint a properly constituted body to make the necessary study.

Testimony at Sacramento

COMPILED BY KATHERINE LAICH

On November 29 and 30, 1956, the Assembly Education Committee's Subcommittee on Library Problems, Ernest R. Geddes, Chairman, held a public hearing at Sacramento to hear testimony from librarians, library trustees, C.L.A. representatives, and other citizens on library service in California: its objectives, its shortcomings, its legislative needs.

Thursday was devoted to the problems of public libraries, and the urgent need for a Governor's Commission to survey conditions and make recommendations for a master plan of state-wide library development.

Specific legislative proposals for immediate relief of certain self-evident problems were also presented, on Thursday afternoon for public libraries, and on Friday morning for the State Library and school libraries.

Here are excerpts from the testimony on the need for a Commission survey, followed by a brief summary of specific legislation requested.

Reprints are available through the CLA Executive Secretary's office. Every friend of the library, board member, city official, county supervisor and legislator should be thoroughly familiar with the facts presented and the needs cited.

Harold L. Hamill, City Librarian, Los Angeles Public Library, and Chairman of C.L.A. Library Development and Standards Committee:

... Today we bring to your attention the severe problems which confront the public libraries of many of our cities and counties, both large and small. First, I want to point out that within our state are some of the finest public libraries in the world. . . . Although many of these libraries have their troubles, and all must go through a rigorous yearly struggle for adequate budgets to improve their services and to keep up with rapidly growing communities, we are not today primarily addressing our attention to their problems.

We are very much troubled by the low standard of library service and coverage which prevails throughout a large part of our state in small towns, unincorporated areas, and the less prosperous and smaller counties. The laws under which the public libraries in most of these areas have been established were passed almost fifty years ago. Library revenue structures set up in these laws placed a very heavy reliance, in fact, a sole reliance in many cases, on real estate levies, a tax principle popular at that time. Meanwhile a revolutionary shift in the tax base for most governmental purposes has taken place,

but the laws and revenue sources of libraries have remained static. . . .

The public library situation today is very similar to the public school situation in California several years ago, before the state made an intensive study of the problem and committed itself to a policy of aiding the smaller schools when local tax resources could not achieve minimum standards. . . .

Only recently the members of the California Library Association produced, after intensive and careful work, a set of public library service standards. . . . These standards establish a minimum below which library services should not fall. They also envision a strengthening and extension of library service to the citizens of California through cooperation and federation among existing libraries. Let me make clear that they do not contemplate the wiping out of the smaller libraries of the state and the creation of new super-libraries. On the contrary, may I quote: "Participation in systems of libraries does not eliminate local control of library service. It does provide, however, for maximum and economical pooling of materials, professional personnel, and technical services."

Those librarians in our Association who have been closely watching the progress of libraries in various parts of the state are convinced by general observation, as well

as by examination of statistics and published reports, that many of our libraries are far below an acceptable minimum standard of performance. . . .

We . . . urge the appointment by the Governor of a Commission consisting of legislators, lay citizens, and trustees, as well as librarians, to be charged with the responsibility of making a comprehensive investigation into the condition of public library service now available to the people of California. There is nothing original in this concept, since it has already been carried out in other progressive states. We commend to your special attention the example set by New Jersey, where such a commission, appointed by Governor Meyner in 1954, has produced a report on the existing status of library service, specific recommendations for improvement, and a master plan for development and adequate financing of library service throughout the state. . . .

Dr. Henry Madden, Fresno State College Librarian, and C.L.A. President-Elect:

. . . The members of the California Library Association, as citizens, are aware of the need for library service which is both adequate and economical. The financial demands for library support are not so great as those of the public schools, but still they should be met on the same intelligent basis by the establishment of minimum standards. These standards can come into being only after facts are adduced from a survey of the legal position of the public libraries, their support by taxation, and of inequities in the basis of support. That there is still no public library service in many regions in California is a matter of concern to librarians as citizens; yet it is just as much a concern to them that there are inefficient overlapping operations, library units too small to operate effectively, operations carried on with only partial knowledge of how they could be done more economically if they were done cooperatively. This unawareness of means for improvement stem largely from inadequate state legislation, from inability to act because the state has not created a comprehensible frame-work of library legislation. As the segment of the citizenry most aware

of these problems, the members of the California Library Association believe that the first step in their rectification is a survey by a disinterested body of legislators, laymen and librarians under the direction of the Legislature. A survey will primarily enable the Legislature to bring order into a situation which is now largely the unexpected result of unplanned growth and patchwork efforts. No undertaking as important as the public library should be carried on without the benefit of information which only a general survey of library service in the state can produce. . . .

. . . It must not be forgotten that public libraries are supported because they are educational institutions. Can the librarian, as educator, fail to observe that the state assumes responsibility for surveying the school needs of the state, that the state sets school standards, and that the state attempts to equalize school opportunities? The libraries serve the important purpose of educating both young and old, but they lack entirely the advantages which accrue to the schools through recognition of the state's duty of surveying. If standards are established, it is evident that the libraries can take their proper place in the state pattern of education. . . .

. . . The California Library Association welcomes this opportunity to speak in behalf of a measure which will put the state in its deserved position of leadership. The members of the Association will do all in their power to assist the Legislature in this survey.

As we measure ourselves we learn our capacity, and knowing this, we can do to our capacity.

John D. Henderson, Los Angeles County Librarian, and C.L.A. Past President:

. . . It seems to me that all of the library service problems confronting the state are to be found in the County of Los Angeles. I refer to matters of policy, overlapping jurisdictions, standards of support, service, buildings, and personnel. . . .

Even though the Constitution does not specifically mention public libraries, California has been in a position of leadership in developing public library service, particularly county libraries. The adoption of

the California County Free Library Law of 1911, the field work promoting the establishing of county and city libraries directed by the State Library, plus the direct service to the local city and county libraries are evidence of the state's interest in public library service. The lending of books, documents, and other material to libraries in the state, the maintenance of the Union Catalog of Library Holdings in order to facilitate library inter-loans, plus the advisory service to librarians by the State Librarian and her staff are further evidence of the state's interest in public library service. . . .

The rapid growth of the state, with uneven library service, many jurisdictions supporting their public libraries far below standard, with expanding cities and numerous fringe area problems, residents of the counties depending on cities as shopping centers but unable to use the city libraries, have posed serious problems to the administrators of this public service. County libraries do not have the resources to provide a municipal type service throughout their areas; they are not equipped to establish branches for the benefit of fringe area residents, and most county libraries receive a more limited per capita support than do the city libraries. . . .

Second only to the educational responsibility of the state through the Department of Education and the support of public schools is the responsibility of the state for the continued education of its citizens who have passed school age. Library service augments and assists the school program in the education of our children and youth. The public library provides for most citizens their only educational facility following graduation from school or college.

Outstanding programs of library development have been carried on in Louisiana, New York State, Missouri, Michigan, and New Jersey, as well as in other states. It behooves us to study the achievements of these states in terms of prevailing problems and possibilities in California. The problems that we are encountering have been coped with in the other states and we would gain by studying their approach and the achievements they have made.

. . . Day to day experience in public library service is proving that the present city and county library systems are no longer adequate to meet the demands of our growing and shifting population, all of which is aggravated by the rapid industrialization in new areas. The problems confronting us require immediate analysis and study, with recommendations as to plan of action. Library service in the state has not kept pace with the vast increase in population; the new conditions require realignment of facilities and organization. What this should be can only be determined after thorough and detailed study.

The state guarantees a minimum education to its children and youth through compulsory school attendance, certification of teachers, and state funds contributing to the support of school districts.

The state's educational responsibilities are carried in part by the local public library, which serves citizens of all ages; its support and program, however, are too often limited by local conditions. The problems confronting us indicate that the old pattern served well in its time, but it is now outmoded.

In view of jurisdictional questions, matters of policy, support, overhead costs, and the basic standards that the profession has adopted for minimum public library service, it is imperative that a comprehensive survey be made. This should cover all the conditions and facts of library operation, including a review of library legislation, with recommendations that will point the way to a more complete, a more equalized and efficient public library service throughout the state.

Dr. Percival A. Gray, Jr., President, Santa Barbara Board of Library Trustees, and President of C.L.A. Trustees Section:

. . . I address you today, Mr. Chairman, not in a professional capacity but as a layman interested in helping my fellow citizens obtain good library service regardless of where in the State they may reside.

There can be little argument over the proposition that free public education is essential to a democracy. To thrive, its citizens must be alert, informed, and free. They must have the facilities necessary for

educational and cultural development. The public library helps to satisfy these needs at all ages.

As a layman in the library world, I have read widely and have had an opportunity of observing closely some of the problems which confront our libraries in their struggle to furnish good library service to their respective communities. And struggle it often is, because even when some communities tax themselves to their legal and practical limits they are still unable to provide sufficient financial support to their local libraries. As a result, the available number of books, magazines and other library materials, the physical facilities and the personnel do not meet the minimum standards agreed upon by professional librarians for most communities. The extent to which this situation prevails throughout the State should be investigated by an adequate survey. In order to realize the promise of democracy, it may be necessary for the State of California to assist some of its smaller libraries. Others will tell you about the financial plight of some of our libraries. Librarians are dedicated, self-effacing people who are daily providing a basic and necessary service to their communities. They deserve your consideration. . . .

When all the facts are known, direct grants-in-aid may be necessary to strengthen library service in some areas; in others, an integration of smaller units into larger ones may suffice. Here, through cooperation, an increased efficiency of operation, the pooling of book stocks, discounts on large purchases, and interchange of personnel might effect real savings. In some cases enabling legislation would have to be passed so that different Boards of Trustees could negotiate by contractual arrangement across political boundaries. Local autonomy in library matters would continue to be maintained. . . .

Now, Mr. Chairman, I urge the honorable members of this Sub-Committee to act favorably upon the resolution of the California Library Association which lies before you, to request the Governor of California to appoint a broadly based body including legislators, librarians, library trustees and lay persons to make the necessary study and I urge you to appropriate

the sum of \$50,000 for this purpose. . . .

Percy Heckendorf, Member, Santa Barbara Board of Library Trustees, and Vice President-Elect of C.L.A. Trustees Section:

. . . Free public libraries . . . are the only public educational agencies serving *all the people throughout their lives*. They are dedicated to keeping *all the people* well informed and helping them to solve their daily personal and civic problems.

Thus, they are actually and essentially an integral and important segment of the three hundred and sixty degrees of the circle of public education.

The first two segments of our free educational system—the schools and colleges—as the keystone of the democratic way of life, have long been accepted as a responsibility of the State, and have received considerable State support including financial aid. . . .

The free public libraries, as the third and vital segment of our whole plan for public education, likewise deserve active State support and financial assistance. Thus far the State has not accepted this aspect of its public educational system. No logical reason can be advanced for further failure to accept this responsibility which rests upon the shoulders of the Legislature. . . .

Although adequate library standards have been *established* by the California Library Association, practical *application* of these standards in the field of library service has not been satisfactory. This defect has resulted from the fact that enforcement of the standards has of necessity rested upon a voluntary basis, since there has been no legal basis or legislative authority upon which compulsory compliance with minimum standards could be predicated. This inadequate foundation upon which the present program of standards enforcements rests has resulted in a serious situation in which the citizens of many areas of the State are not receiving adequate library services. . . .

The present condition of library service throughout the State demands that a comprehensive survey of the situation be made by an agency established by and with State authority.

The State of New Jersey faced a situation very similar to that now facing this State so far as the condition of library service is concerned, and solved the problem by establishing a commission to study library services and make recommendations for improvement of the service. An excellent and comprehensive report with recommendations was made in January, 1956, and has resulted in greatly improved library service throughout the State.

Such a survey in this State could be made by: (a) a commission appointed by the Governor with an adequate staff, or (b) a broad based commission appointed by the Governor. It should consist of representatives of the Senate and Assembly, professional librarians, library trustees and others representing the geographical areas of the State and the State Librarian, or (c) following the New Jersey plan whereby the Senate appoints three members, the Assembly three members, and the Governor five members at large.

The factual results of such a survey together with the recommendations of the study group would constitute a solid foundation upon which to base prospective legislation which would assure the citizens of this State that they will always have adequate standards of public library service. . . .

Edwin Castagna, City Librarian, Long Beach Public Library, and C.L.A. Past President:

. . . I would like to tell you what our public libraries do that makes them educational agencies and why I believe the state must do more for public libraries. . . .

The public library is a community educational, reference and information center. It probably serves a broader segment of the population than any other agency. It is used by all age groups and by citizens with all shades of political, economic, religious and social ideas. The public library supplies vital reference service for business, government and private individuals. It enables all to continue lifelong learning. It assists citizens in solving personal problems. It aids people in the enrichment of their lives. It offers material which contributes to better citizenship.

The public library then is one of constructive, cohesive forces in our state. It is educational in the truest sense. . . .

It is an unfavorable reflection on California that so many of the public libraries of this rich state are so far below minimum standards in financial support, salaries of librarians, collections of books and other material for public use and in physical plant. . . .

While the public schools of this state have benefited in hundreds of millions of dollars or even in billions through state grants, California's public libraries have been dependent entirely on local support which no longer adequately maintains them. Local support should always be the main support of libraries. And local autonomy should be preserved. No small libraries should be forced out of existence by any new state program for libraries. But we must not fail in the state's responsibility. . . .

These are only a few of the painful facts about our public libraries. I respectfully urge this Sub-committee to bring about a careful and comprehensive study of the public libraries of California to reveal all the facts. This should lead to improved public library service for the citizens of our state. Failure to do this is very likely to lead to deterioration of public library service at a time when it should be making great progress to keep up with the needs of the state. At a time when California is making such magnificent progress, when the state is pouring out ever increasing support to our public schools, I believe the time for attention to public library needs can no longer be delayed without serious results.

Margaret Klausner, Director of Library Service, Public Library, Stockton and San Joaquin County, and C.L.A. Past President:

. . . My interest in appearing here today arises from firm knowledge that public library service in California is generally poor and during the past 30 years has been declining. This is not to say that there are not some fine libraries in this state but general complacency, apathy, and now the tremendous pressures brought on by exploding population rates of

growth and patterns of growth have left us inadequate. . . .

San Joaquin County is considered a rural county in California and the nation. It is 20th in the United States in farm population and is listed as the 4th richest agricultural county in the United States. Yet over its 1,400 square miles of area, public library service is spotty, sub-standard and in many places non-existent. . . .

Our total county population jumped from 50,000 in 1910 to 228,000 in 1956. In 1912 there were 19 community stations supplying library service in the county. By 1925 there were 31 such outlets. But during the 30's and 40's there was a breakdown of service so that today we have only 10 such outlets plus 5 rural-urban branch centers.

The implication of this proven experience in our county is of some significance to the state. We say that in California there are some 72,000 people without local library service and we mean mostly those people living in such places as Lake, Alpine, Nevada and other counties without libraries. I would challenge that statement.

There are thousands of people in our cities and counties without local library service. Those of us who work closely to situations in our own areas know that California has rested too long on a reputation of a wonderful system of public library service which developed in the first two decades of this century and which has since become antiquated and inadequate. For example, in 1954-55 although 208 public libraries including 51 county libraries there were only 43 mobile or moving branch libraries in the state.

This situation should be of concern to the community and to the state. If continuing education of all our citizens is considered important in our democracy we should be sure that the great, central source of knowledge which can support this need is kept alive and active. . . .

Once this state ranked among the foremost in the nation in its per capita support of public library service. Today it ranks in 13th place.

We feel the need for an overall review of the public library in California. We talk today of area planning and we know that such planning leads to better solu-

tions of common problems. We know also that such planning needs sound analysis as a base. With our limited budgets and pressing problems we need area planning for libraries. . . .

Raymond Holt, City Librarian, Pomona Public Library, and Editor, CALIFORNIA LIBRARIAN:

[The Pomona Public Library feels that its] . . . basic objective [is] to provide . . . books and other materials which relate to the needs of the citizen. As a result, this year more than 300,000 volumes will be circulated to our 35,000 patrons, and some 30,000 specific information or reference questions will be answered in the various departments of the library. More than 200,000 people will see films supplied by the library, and thousands more will listen to musical recordings or enjoy our art loan collection. . . .

Still we fall far short of the place which we should occupy in the community and find ourselves operating below minimum standards for public library service. Our book budget, for instance, will fall short again of meeting the minimum standard of purchasing 5,000 new titles. At the same time, many people wait unduly for desirable books because we do not have funds with which to buy sufficient duplicate copies. We have no special youth collection or young people's department through which to contact and serve the young adults of our community. This is a tragedy, for young minds are particularly susceptible to the information and vicarious experiences which come through reading. We cannot supply an adequate staff of professional librarians and our inadequate building makes impossible extension of library service to special groups such as our senior citizens. . . .

Now, I would like to turn our attention to the problem of library service in the area which surrounds Pomona, for we are not an isolated community. As our own library is surrounded by communities with even poorer library services, we are overwhelmed by non-resident borrowers who feel that because they are encouraged to use our shopping facilities, they should also be given free use of the public library. To the 200,000 people who live within a

radius of ten miles of Pomona, city boundaries mean little, while residence in unincorporated county areas appears as a mere political accident. So critical has this outside demand on our services become that we have had to join other libraries in charging a non-resident fee, realizing at the same time that we are defeating our objective of providing equality of library services to all residents of the state.

There exist in this area six municipal libraries and seven branches of county library services. The county branches have, in each instance, been tagged by their own patronage as inadequate for other than lightest use. Therefore, let us concentrate our attention on the municipal libraries. Here we find tremendous disparity of collections and ability to serve. For instance, the hours open to the public range from 40 to 74 weekly; financial resources vary from 9c per \$100 of assessed valuation to 26c per \$100, or from 95c to \$3.30 per capita; the total income of one of the smaller libraries is less than the book budget of the largest. The staff numbers three in the smallest library and 26 in the largest. There is similar variance in every other item or comparison. Realizing these deficiencies, librarians representing these communities have been meeting together for nearly a year in an attempt to discover areas of cooperation by which they can better serve their communities. Unfortunately, voluntary cooperation does not seem to go deeply enough, for nearly every cooperative activity requires either more money, exchange of funds, or circumvention of local ordinances. These are legal barriers also: Library Boards must sanction cooperative plans, and since these necessarily involve finances, such arrangements must be submitted to the City Councils in many cases. Harassed by the growing needs of all the other city departments and confused by the usual interpretation that cooperative measures are really disguised attempts to extend library service beyond that which is absolutely necessary, City Councils discourage interlibrary cooperation . . . I ask, "How far would school district consolidation have gotten had schools been under the same legal and financial restrictions?" . . .

. . . I strongly recommend that this Committee take such action as may be necessary to establish a Study Commission charged with studying the resources, the problems, and the inequities of library service in California, and formulating a program to assist librarians of this state to systematically achieve adequate standards of library service. Certainly, the libraries may need financial incentives and assistance, and a new pattern of organization may have to be tested in such areas as the Study Commission might recommend. Libraries of this state must have your assistance in providing a library service program which will ultimately mean a stronger and better citizenry.

Esther Mardon, Shasta County Librarian and former chairman, C.L.A. Library Development Committee:

. . . I believe I can safely say that in the mountain and the valley areas of which I speak not one library is now meeting the California standards for minimum library service. In fact, as they are now organized and supported, few, if any of them could meet standards. To do so would require such a high expenditure of money per capita as to be impractical if not actually impossible with the present populations and assessed valuations in the area. . . .

. . . We are considering an area comprising between one-third and one-half the area of the state, but with less than 500,000 of the state's better than thirteen million population. There are some thirty independent county and municipal libraries in the area, each with its separate budget, staff and book collection and not one with adequate support to enable it to meet minimum standards of service. . . .

Many of the county libraries in this area have been in existence for more than thirty years, having been established during the early days of county library organizing. Some of the municipal libraries were established even earlier. Because of poor transportation and communication facilities probably all were justified at the time of their establishment. But today it seems of questionable value to have five separately organized and supported county library systems operating in an area smaller than that served by the one county library sys-

tems operating in an area smaller than that served by the one county library of San Bernardino. . . .

. . . The good library, today, must provide from its own or other readily available sources, materials that will enable its patrons to keep informed in a wide variety of constantly growing fields of knowledge. These materials can no longer be restricted to books. Films and recordings are only two of the materials in addition to books that should be available. None of the libraries in this area can buy all of the good titles published each year, nor can they secure them readily from other libraries. Only two libraries in this whole area provide recordings for their patrons, and three, through membership in a film circuit offer educational films.

Skilled guidance in the use of materials that will meet the patron's needs are also essential to good library service. Yet in many of these libraries there is only one trained person trying to do the job of administrator, book selection expert, reader's assistant, reference librarian, children's librarian and cataloger. In some county libraries it has been years since the salary offered has made it possible to employ a trained librarian. In all the area north of Sacramento there is only one librarian specializing in work with children. . . .

But more and more, librarians and interested citizens in this area are becoming aware of what good library service should be. Television and radio are opening up whole new fields of knowledge and people are turning to their libraries for assistance in pursuing their aroused interests. The time is right for a careful and understanding study of library needs in this area and for constructive, workable suggestions for changing our rural libraries into dynamic contributors to society.

Laws will have to be changed to encourage rather than hinder adoption of new methods. Inducement in the form of financial assistance from the state as well as the federal level may be needed to break down resistance to taking a chance on something new. But it is important to the very life

of a basic democratic institution that this be done.

Thelma Reid, Chief Librarian, San Diego City Schools, and C.L.A. President:

. . . For fifty years, librarians, leaders in the California Library Association, the California State Library and friends of libraries at the state and local level have worked to further public library development in this state. However, library service in California is still extremely uneven in quality. From Crescent City to El Centro this state displays a wide variety of library facilities illustrating service comparable to both the best and the worst in the United States. Unfortunately the not-so-good category has a wider range than that of adequate-plus service, and consistently superior library service is less frequently demonstrated than any other. Even in communities where the public library may be recognized as an essential center of continuous education which provides opportunity for all people to become better informed citizens and live a richer personal life, the growth of population and increasing costs hampered by local jurisdictional boundaries and complicated legal restrictions have frequently blocked required expansion of existing facilities to meet additional demands. In other areas where total lack of local library service or general inadequate facilities have made communities unaware of the advantage of a really good library, public library advocates have been repeatedly unable to secure sufficient support to establish or develop effective book and reference services. . . .

It appears likely that any real progress toward meeting statewide public library needs will depend upon all or some of the following factors:

1. Legislation to clearly establish the presently implied responsibility of the State to stimulate and encourage local public library service as a part of its educational responsibility.

2. Provision of tangible financial incentive to local jurisdictions to meet public library service standards in their individual communities or to pool resources with other jurisdictions for combined services.

SUMMARY OF SPECIFIC LEGISLATION PROPOSED

Arguments for the following items of legislation that would be of immediate benefit to libraries were presented by:

Katherine Laich, Administrative Assistant, Los Angeles Public Library, and Chairman, C.L.A. Legislative Committee

Mrs. Carma Zimmerman, State Librarian, and C.L.A. Past President

Mrs. Bertha Hellum, Contra Costa County Librarian, and former Chairman, C.L.A. Legislative Committee

Mrs. Thelma G. Boslar, President of the Women's Club of Walnut Creek, and of the Walnut Creek Public Library Association

L. Herman Smith, Pasadena City College Librarian and President, School Library Association of California

Mrs. Maurine Hardin, Oakland Technical High School Librarian and SLAC Legislative Affairs Chairman

1. Legislation to specify the inclusion of library services and buildings in:
 - a. Community Services District Act (Gov. Code 61600)
 - b. County Service Areas Law (Gov. Code 25210)
 - c. Section 25351 of the Government Code, relating to construction and repair of public buildings by County Boards of Supervisors
2. Amendment of Education Code Section 22131 to remove disability imposed by specification of four year term, whereby many county librarians as "county officers" (Gov. Code 24000) may not have their salaries increased during their term of office (California Constitution Art. XI, Sec. 5)
3. Addition of Section 22110.5 to Education Code to permit two or more county libraries to be administered by a single qualified librarian.
4. Addition of Section 22139 to Education Code to require that Acting County Librarians must qualify for a certificate from the Board of Library Examiners; or if no qualified person can be found, the county supervisors must secure written permission from the Board of Library Examiners to appoint an unqualified person for a period not exceeding one year, such permission to be renewable at the discretion of the Board.
5. Addition of Sections 22024 and 22025 to the Education Code to provide:
 - a. Permission for the Department of Education to contract with counties, cities, districts, and state and federal agencies to provide library services;
 - b. Permission for the establishment and operation of library service centers;
 - c. The deposit of funds received under the Library Services Act and their appropriation for use by the Department of Education, Division of Libraries.
6. Elimination of Section 11561 (d) of the Government Code, which sets the salary of the State Librarian, and amendment of Section 22003 of the Education Code to assure more frequent and uniform review, and to place responsibility for salary determination upon the Superintendent of Public Instruction with the approval of the Director of Finance, pursuant to Section 145 of the Education Code and Section 18004 of the Government Code.
7. Technical amendments to the Education Code designed to bring laws governing the State Library into conformity with changes in the State's fiscal administration, and with long-established administrative practice:
 - a. Substitution of "General Fund" for "Library Fund" and "State Library Fund"
 - b. Explicit authorization for the State Library's long-existent and major services to other libraries in California.
8. Amendments to the Education Code and the Business and Professions Code to bring into agreement the various requirements in state law that libraries submit annual reports to the State Library.
9. Establishment in the Department of Education of the Office of School Library Consultant.

Public Library Cooperation with the National Union Catalog

BY ANDREW LANDAY

FOR MANY YEARS librarians have been using the services offered by the Library of Congress's National Union Catalog, which reflects the holdings of more than 700 libraries. More recently the success of the Library of Congress catalogs of printed cards inspired several proposals for the reproduction and distribution of the National Union Catalog. Because of the tremendous labor and expense involved in editing the cards thus far accumulated, all these proposals came to naught.

The current National Union Catalog program began January 1, 1956. It expands the former *Library of Congress Catalog—Books: Authors* by inclusion of locations in other libraries of titles of 1956 and later imprint whether or not represented by Library of Congress printed cards. Since July 1st this enlarged catalog has fittingly borne the title of *The National Union Catalog; a cumulative author list*. At the same time the staff concerned with the pre-1956 card catalog acquisitions can now devote itself to the task of clearing up its arrearage and editing the cards with a view to possible future publication while continuing to process the comparatively small volume of current reports of pre-1956 titles. Moreover, plans call for early launching (1958?) of the printed National Union Catalog in subject as well as author form.

But where the former program was content with scattered reporting by a few great libraries of titles not represented by Library of Congress printed cards, the current program aims at up to 21 reports for each 1956 and later imprint with the exception of domestic trade books and of federal government documents. The success of such a program depends, therefore, on the cooperation not only of the great research and academic libraries but also of the thousands of public libraries.

For it is the local public library which is best able to plow the field so often inadequately cultivated by the academic library, namely the field of the local non-trade imprint, especially the local government document. Only the tiniest fraction of the enormous volume of publications of municipalities, school and improvement districts, chambers of commerce, and private individuals has ever been entered in our national bibliographical record. The public library, without adding to its present work load, can help to complete this record through revelation of its wealth of local non-trade imprints.

All that is needed is the making, in the process of cataloging a local non-trade 1956 and later imprint, of an extra catalog card, or if the title is already represented by a Library of Congress card, of a slip (card order slips will do) with the card number and main entry. Cards and slips would be marked with the library's name (or National Union Catalog code, if known) and sent to: Union Catalog Division, Library of Congress, Washington 25, D.C. Expansion of cataloging programs isn't required, merely reporting of current cataloging in this field.

However, present compilation methods and future subject catalog hopes make it necessary for this report to take the form of a catalog card or card number slip. Moreover, since the greatest demand for a title is likely to exist in the first five years after publication, each year's report should be forwarded as far as possible before mid-January of the following year to permit inclusion in the annual cumulation. Otherwise, they will be delayed until publication of the quinquennial cumulation.

BOOK SELECTION STUDY . . .

(from Page 28)

able to determine which of these factors are most directly related to book selection problems—or to the lack of book selection problems. The libraries, in short, are to be studied as certain types of institutions in certain types of communities. (It is not intended, in the final write-up of the study, to identify them by name or place.) Because California is such a large and diversified state, it is likely that it contains within its borders institutions and communities which have counterparts in many other sections of the country. For example, the rapidly growing and increasingly diversified populations which are beginning to characterize the environs of the metropolitan areas of California may well have many problems in common with the expanding suburbs of New York, Chicago, Detroit, and many other cities. It is, in short, to be expected that this exploration may be of practical interest to many other states.

It has often been said that the success of a field study of this kind depends much more upon the objectivity and the

thoroughness of the people who collect the facts and opinions than it does on any other aspect of a research undertaking. The study has been able to secure the services of Mrs. Mary Viles and Mr. Malcolm Roemer as the other two members of the professional staff. They have previously participated in research projects not dissimilar from this one, and they are well recommended by faculty members on the Berkeley campus and at other universities.

The social scientist usually hopes that the findings of his study will not only be of some practical value in the handling of everyday problems but that they will contribute in some small measure to an understanding of the role of an institution on the larger social horizon. I am glad that my present assignment is to study libraries and librarians; I believe that the school library, particularly in areas which are expanding as rapidly as ours, can become an increasingly vital resource for the child in pursuit of his unique interests; and that the public library must remain, as it always has been, a bulwark of freedom and individualism in the community at large.

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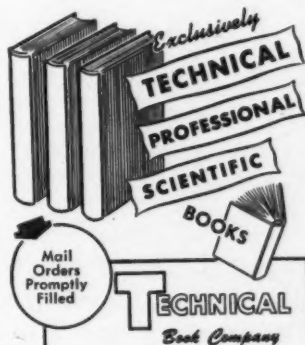
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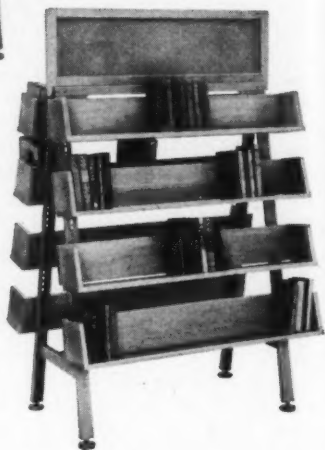
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IF YOU BELIEVE IN FREEDOM . . .

(from Page 44)

groups who were trying to defeat any other type of legislation that we were sponsoring or co-authoring or supporting for the benefit of the people of California.

Someone asked me a while ago in a meeting whether or not we could let something go by if we just disliked it a little bit, if we could put up with it. And I say that you must fight it from the beginning if it's something that you dislike, something that you do not feel is in the interest of the public or the citizens of this state or this country. Fight it if it's only just a bit objectionable to you because once legislation goes through, it's a door-opener, and they're going to push for more and more.

Someone asked today at lunch time whether or not the California Library Association should have a legislative advocate or a legislative representative or a lobbyist, if I may mention that word. Every organization interested in legislation should have a representative in Sacramento. Most of them do. And if you have a representative there representing your organization, he's going to work with other members of the Third House — the School Boards Association, the Teachers Association, the Junior College people, state colleges, and others that have representatives there. You're going to be able to exchange ideas, you're going to be able to get ideas from them to help you with some of your legislation. *You cannot do it alone.* You're going to have to have help from everyone interested in education, in books, whether they be in our public libraries or whether they be books in our public schools. You cannot do it alone. Even though you have an organization behind you, often-times you'll find yourself alone because those that may be with you today feel tomorrow they have to withdraw on that particular issue in order to protect themselves on another issue.

Some of you have also asked me what individual librarians should do in order to influence legislators concerning legislation librarians are interested in. What is the best method of approaching your legislators? I would say personal contact. Now (If You Believe in Freedom . . . Page 60)

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IF YOU BELIEVE IN FREEDOM...

(from Page 59)

petitions are fine. If I ask for a petition for the legislature on a particular item, it's so that I may take that petition before a group and they will respond to it. But the only sure way of getting your legislator in your particular district to help you in your problem is to tell him what it is and why you feel it's good or bad legislation, and educate him if he needs educating. Letters, or cards, or telegrams, too easily find their way into the "round file." They're good, sometimes, and I say rather than scatter the shot among all the legislators, concentrate on your own in your own particular district. Most of them will listen to you, and if they realize that you have a problem and that you have a point that you would like to put over, I'm sure that they will go along. I know I received six or seven thousand pieces of mail a session. That's in one hundred and twenty days, now, and I can't possibly answer it all intelligently. We do get it all out finally, but I answer the mail first from my district, and certainly take care of my personal calls first for those that come to Sacramento and have a problem and want to speak to me personally.

Another question you librarians have asked me today is whether a position taken by the California Library Association on a censorship bill has any importance in influencing the judgment of the legislators. Well, I think very much so. You're giving the members of that committee an idea as to the thinking of your organization, and not just that of individuals.

If the Library Association would send in a report, a wire, or a letter, stating their views on certain legislation, it would have a lot of effect and would support those of us working in your behalf.

Whether you're a library group, or a labor group, or a chamber of commerce group, or a farm group, if you believe in something, and you believe in it strong enough, stand up and fight for it. I think the sooner we stand up on the ball of our foot and throw these things out in the open and let the chips fall where they may, the better California we're going to have and the better America we're going to have.

INFLUENCE OF GEOGRAPHY . . .

(from Page 37)

Englander Joseph Wood Krutch's two books on the Southwest, *Desert Year* and *Voice of the Desert*, as examples of the stranger out-feeling and out-writing many of the native literati. Mr. Dobie held out the possibility that "the masterpiece of the Southwest could come from someone who has lived somewhere else."

Dr. Ross Calvin, author of *Sky Determines*, emphasized his conviction that geography determines the way of life, and the way of life in turn influences the literary and artistic endeavors of any given area. In discussing the erroneous picture of the Southwest portrayed in many novels, TV dramas and motion pictures, Dr. Calvin stated, "The Southwest was not built by outlaws; it was not even built by deputy sheriffs, contrary to popular belief!"

According to Franklin Walker of Mills College, Los Angeles has become the center of the American Southwest, not in a geographic sense, but in its strong influence on the whole area in the realm of economics and politics. "The whole Southwest," Walker stated, "is in the rapid process of being urbanized. In this process we can see a picture of rapidly shifting values, best exemplified in an emerging, vigorous middle class." It would be difficult to deny Mr. Walker his point, but it remains to be seen whether or not Los Angeles, with its ever-widening scope of influence, can ever completely dominate the other cultural groups of the Southwest.

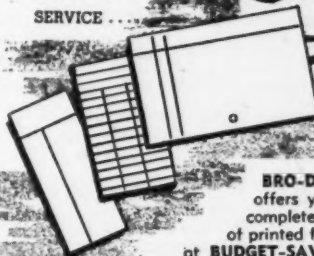
J. Frank Dobie summarized the ideas presented on the trends in Southwestern literature and the forces exerting the most influence. His comments confirmed the fact that men like Frank Waters and Jonreed Lauritzen, in the field of fiction, were sincere artists, attempting to portray the land and its people in a realistic way with thought and emotion, and a de-emphasis of the exaggerated action so typical of the stereotyped "western" novel. In closing, he tossed a challenging question to the other panelists and the audience: "The tempo of the old Southwest was not fast; the new Southwest is fast, fast, fast—but where are they going?"

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PUBLICATION PROCEDURE . . . (from Page 45)

proval of the proposal. Proposals for publication which are too late for action at the annual budget meeting of the Executive Board will be directed by the originating body to the Executive Secretary for presentation at the next regular meeting of the Board in the event the originating body is not represented otherwise at the Board meeting. Such proposals should be in written form, stating purpose, proposed format and estimated cost. In the event that any such proposal has such urgency or timeliness that it would suffer by having to await the next meeting of the Board, it may be submitted directly to the President of CLA, who may poll the Executive Board.

Funds for publication normally will be budgeted to the district, section or committee of CLA sponsoring the publication. In the case of a proposal by an individual author, funds may be budgeted to the Publications Committee or to an interested district, section or committee of CLA. Proposals for publication occurring after the annual budget meeting, if approved, will have money appropriated from available funds. The Treasurer of CLA will submit to the Chairman of the Publications Committee promptly after each Executive Board action a statement of publication proposals approved, giving the district, section or committee sponsoring the publication and the funds granted.

Manuscripts will be submitted to the Publications Committee for editorial revision. The Publications Committee may reject any manuscript not suitably prepared for publication, may require revision of any manuscript and may give advice as needed. No manuscript may be published, even though funds are available for that purpose, without the approval of the Publications Committee.

After approval by the Publications Committee of the content and form of publication, the manuscript normally is carried through to printing or other form of reproduction by the sponsoring body. Publications originating with individual authors will be carried to completion by the Publications Committee. With the consent of both the sponsoring body and

the Publications Committee, the Publications Committee may carry manuscripts to completion.

The price of the publication will be decided in consultation with the originating body, the Executive Secretary, the Treasurer and the Publications Committee. A decision not to charge for a publication may be made with the consent of the Executive Board. Normally, the price will be determined on the basis of the cost of publication plus a reasonable surcharge to cover mailing and handling.

Publicity will be handled by the Executive Secretary, with assistance from the sponsoring body and the Publications Committee when needed. All sales and distribution will be handled by the Executive Secretary.

In addition to the above procedure for publication, each manuscript submitted to the Publications Committee for approval will be considered first for possible inclusion in a proposed series of *Occa-*

sional Papers. The *Occasional Papers* are to constitute a numbered series of solid and reputable monographs which are considered to be of permanent value and interest. The writing, which need not be scholarly, should be superior; the content should partake of some of the qualities of timeliness, originality, universality of appeal, research value, historical value. If a publication is accepted for this series, with the approval of the Executive Board, the Publications Committee carries the manuscript through to printing and funds have been allotted to the committee for this purpose. Each monograph of the series will be separately priced and will be issued in editions large enough to meet the probable demand. These papers will be truly occasional, each number appearing only when suitable material is submitted and not on any definite schedule. Individuals who wish to submit papers for consideration should address these manuscripts to the Chairman of the Publications Committee.

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BRIEF MOMENT . . . (from Page 21)

American frontier during the 19th century. It is written in a very nonchalant manner. I didn't like the book because it was so nonchalant that it got boring."

Through the past few years, I believe that I have learned one very important fact in relation to young people. I have learned that we can make books more challenging if we stop trying to prolong the age of adolescence by being over-protective. I have learned that we are more likely to lose a young patron through recommending books that are too easy than by the inadvertent compliment of recommending books that are too hard. I think we need to have a little more faith and a little less fear. If we are to make the reading of books exciting, if we are to develop citizens who will respect diversity of opinion, if we are to interest the average student in reading, and if we are to hold the interest of the superior student, then we must constantly challenge. Only then shall we make the most of our brief moment.

THINK BIG . . . (from Page 23)

A novel idea came from Pompton Lakes, New Jersey. The local library there proclaimed a "Forgiveness Week." All overdue books were accepted without fines during this time. Eighty-seven volumes came home there including a few that had been out five years. Blythe Public Library, in search of some vagabond volumes, tried the scheme last year. Although community interest in the idea far outshadowed material results, the idea was still successful from the public relation standpoint.

The successes of these libraries and many others encourage all of us to make plans now for a bigger and better 6th annual California Library Week. Let's give free rein to our imaginations and get ready to show the people of California what our libraries have to offer. And remember—**THINK BIG!**

From Chino: "I have a new item to add to your list of unusual bookmarks — a nylon stocking!"—*San Bernardino County Library Newsletter.*

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Your CLA Publications Committee Announces . . .

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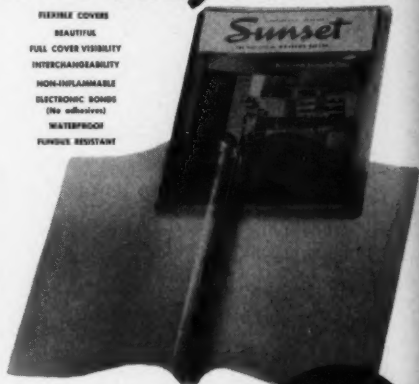
INDEX TO ADVERTISERS

Acme Code Company	65
Ames Company	64
Angwin Book Bindery	65
Bro-Dart Industries	59 & 61
Doubleday & Company, Inc.	9
Foster & Futernick Company	6
Gaylord Bros., Inc.	10
Hunting's	62
Johnson, Walter J., Inc.	63
Kater-Crafts Bookbinders	62
Leibel, Carl J., Inc.	60
Long Beach Library Binding Co.	61
Los Angeles News Company	4
Marador Corporation	66
Melmont Publishers, Inc.	60
New Method Book Bindery, Inc.	59
Pacific Library Binding Company	36
Remington Rand	58
San Francisco News Company	4
Sather Gate Book Shop	8
Sjostrom of Philadelphia	67
Squire, Ben B.	65
Technical Book Company	57
University of California Press	3
Valley Library Bindery	57
Vroman's	68

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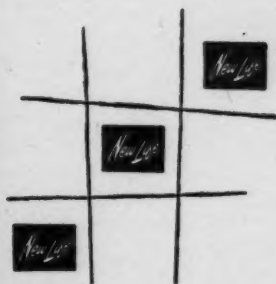
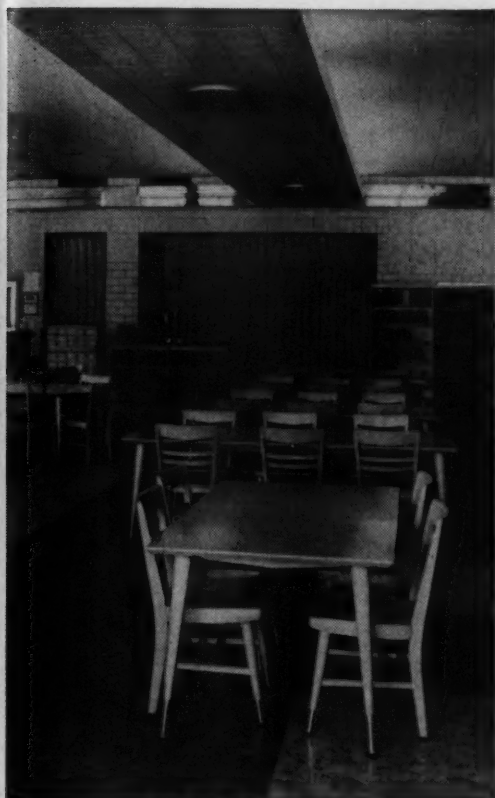
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